

OCTOBER 1951

ARMY INFORMATION DIGEST

On Information and Education

Major General John M. Devine

Fire Power is Big Business

Three Men in a Barracks

Our New European Supply Line

Developing Naval Aviation Skills

●
GETTING THE NEWS—THEN AND NOW
●

ARMY INFORMATION DIGEST



ARMY INFORMATION DIGEST, an official Department of the Army publication, is published monthly under the supervision of the Commandant, Armed Forces Information School, Fort Slocum, New York, on behalf of the Chief of Information, Department of the Army. The DIGEST provides timely and authoritative information on the policies, plans and operations of the Department of Defense, the Department of the Army, the other services and the reserve components. Material in the DIGEST may be reprinted with credit to ARMY INFORMATION DIGEST and to the author.

Manuscripts on subjects of general interest to the Armed Forces are invited. Direct communication is authorized to: Editor, ARMY INFORMATION DIGEST, Fort Slocum, New York. Back issues, as available, may be obtained upon request.

The printing of this publication has been approved by the Director of the Bureau of the Budget 21 November 1947.

DISTRIBUTION:

Arm & Svc Bd (1); AFF (75); AA Comd (5); MDW (29); A (26); CHQ (12); D (16); B (3); R (4); Bn (2); C (1); FC (4); Sch (25) exc USMA, C&GSC, AWC, AFIS; PMS&T (2); Dep (2); GH (80); SH (15); Pers Cen (3); PE (4); Ars (2); Dist (1) exc Mil Dist (2); Rctg Dist (4); Rctg Main Sta (1); Rctg Sta (1); Dspln Bks (5); Div Eng (1); Special distribution.

(For explanation of distribution formula see SR 310-90-1.)

Subscriptions (\$1.50 per year to domestic or APO addresses; \$2.00 to other addresses) may be forwarded to Book Department, Armed Forces Information School, Fort Slocum, New York, or Superintendent of Documents, Government Printing Office, Washington 25, D. C.; single issues (price 15 cents) through Superintendent of Documents only.

MEN WITH KNOWLEDGE

Whether a serviceman desires to complete his grade school studies or whether he seeks a college degree, the Armed Forces provide everything he needs except his own personal ambition and ability to advance. And with his formal education, opportunities are afforded him also to learn and to understand the broader aspects of his mission, the obligations of his citizenship, the implications of national and international affairs in a kaleidoscopic world.

The Chief of the Armed Forces Information and Education Division sets forth the basic philosophy of the program to accomplish these objectives and representatives of the Army, Navy, Marine Corps and Air Force show how the program is adapted to the varying requirements of their respective services.

SAILORS OF THE SKIES

"Learning the ropes," a Navy expression of sailing ship days, has new meaning in the aeronautical age, especially for the technicians of the Naval Air Technical Training Command. Since it was founded in 1942, this "Enlisted Man's Annapolis of the Air" has trained approximately half a million specialists in the techniques required to keep the Navy's aircraft aloft. In this issue, the Chief of the Command traces the development of a seaman recruit into a skilled technician.

REBUILDING MEN

Far from writing "finis" to a man's career, confinement in an Army disciplinary barracks provides opportunities for rehabilitation and self-improvement, with the ultimate objective of restoring the offender to duty as a responsible soldier and self-respecting citizen. The philosophy and workings of the Army's prison system are described by the Commandant, New Cumberland Disciplinary Barracks.

ARMY INFORMATION DIGEST

Vol. 6 No. 10

October 1951

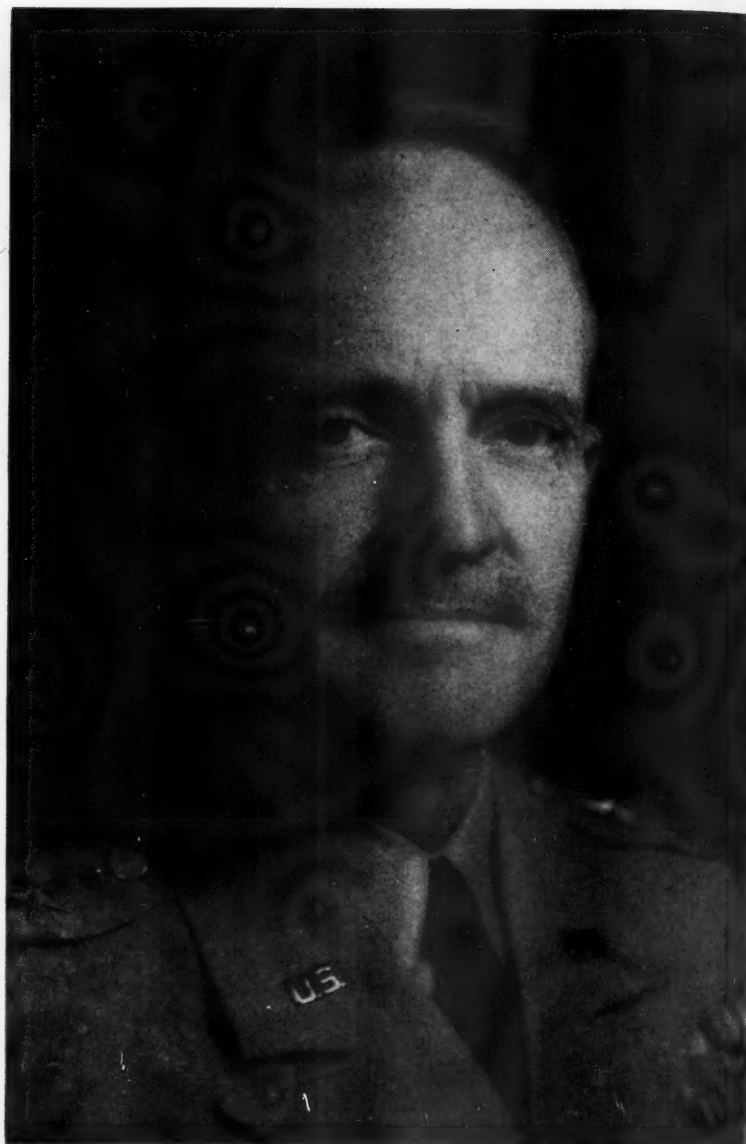
CONTENTS

Page

On Information and Education	3
By Major General John M. Devine	

Information and Education:

The Army Program	7
By Colonel S. Y. McGiffert	
The Navy Program	12
By Lieutenant Commander W. S. Holmes	
The Marine Corps Program	21
By Lieutenant Colonel H. D. Adams	
The Air Force Program	27
By Lieutenant Colonel H. J. Y. Moss	
Fire Power Is Big Business	31
By Major General A. M. Harper	
Getting the News—Then and Now (Pictorial Section)	39
Three Men in a Barracks	47
By Colonel B. B. Albert	
Our New European Supply Line	56
By Brigadier General Mason J. Young	
Developing Skills in Naval Aviation	59
By Rear Admiral W. D. Johnson	



U. S. Army Photograph

MAJOR GENERAL JOHN M. DEVINE

ON INFORMATION AND EDUCATION

By

MAJOR GENERAL JOHN M. DEVINE

THE Armed Forces have the responsibility of molding their trainees into an effective fighting machine. In carrying out this responsibility, we must not forget that a serviceman's combat effectiveness is measured not only in physical fitness and military skill but in willingness to fight under the most disheartening conditions and to stick it out to the end.

Willingness to serve and to fight is not easy to develop or to maintain. Perhaps it is hardest of all to maintain because it is a *human* quality subject to all the mysterious influences of the mind and spirit. Napoleon Bonaparte went so far as to say, "In war, morale considerations make up three-fourths of the game; relative balance of manpower accounts only for the remaining quarter." There is no lack of scientific proof that a soldier's combat effectiveness is related definitely to his mental and spiritual attitude.

For the American fighting man the will to win, or to die in trying to win, is founded on understanding. There can be no understanding without knowledge upon which to base it; hence, the importance of information as an essential part of training. The officer who says that an information program is "all right in its place" but that it takes too much valuable time from "training" has not grasped the meaning of training the whole man. He has failed to realize that the man he is training is not just a higher animal but a rational being whose best efforts are not released without mental stimulation.

In training, in normal operation and in combat, we must keep the serviceman aware of "what it's all about" and the *reasons* for the things he is called upon to do. He will have little desire to do them if he has no faith in the righteousness of the Nation's objectives. That faith we must nurture by telling him the story and by supplying him with information and the opportunity to acquire it as part of his training. We must make sure that he knows the mission of the Armed Forces in our democracy; that he realizes his personal

MAJOR GENERAL JOHN M. DEVINE, USA, is Chief, Armed Forces Information and Education Division, Office of the Secretary of Defense.

interest and responsibility in the accomplishment of that mission; that he believes in the American principles for which he should stand as a citizen and fight as a serviceman; and that he is aware of the important national and international events and issues that affect our national security.

Just as an effective information program is an essential part of training, available educational opportunities are an important and valuable *adjunct* to training. The young American citizen who enlists or is inducted into the Armed Forces must not be allowed to stagnate mentally from then on. He must not be cut off from the institutions and activities that stimulate mental growth.

The need for continuing mental growth is justification enough for the programs of off-duty education. Official surveys have shown, in addition, that better educated soldiers tend to have more personal esprit, a stronger sense of obligation and greater willingness to make sacrifices. Better educated men take stock of a given situation more realistically. Moreover, the man who wants to continue his education is a better fighting man when the services give him the opportunity to do so.

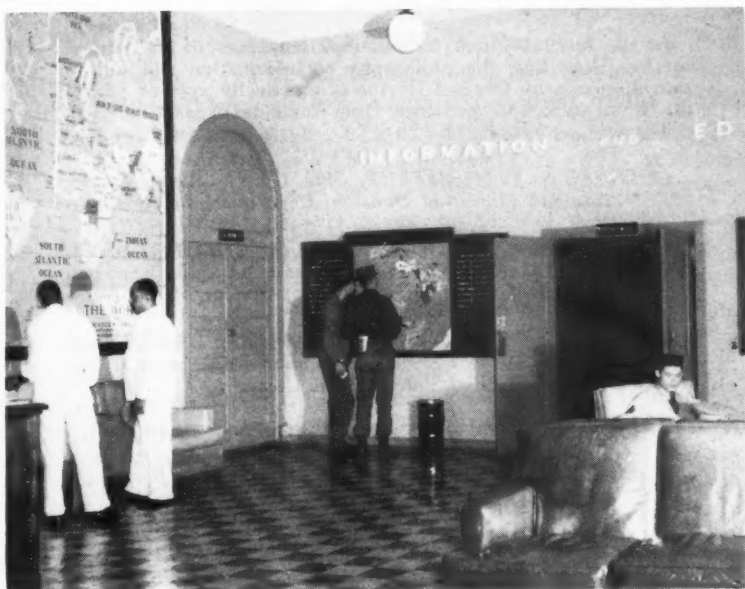
The Armed Forces Information and Education Division, established in 1949, is a Defense-level agency under the Assistant Secretary for Manpower and Personnel and the Director of Personnel Policy. It prepares materials of many kinds for the common use of the services in their respective programs. These materials include *Armed Forces Talk*, *Fact Sheets*, pocket guides to foreign countries, information films, radio transcriptions, posters, handbooks, picture-story books and all the vast list of textbooks available through the United States Armed Forces Institute. The extent to which the materials are used and the detailed operation of the programs in which they are used are now determined by each service.

The Armed Forces Information School at Fort Slocum, New York, contributes to the Armed Forces Information and Education Program by offering a six-week training course for Information and Education leaders. (See "Information Training for All Services," May 1951 DIGEST.) Since the establishment of the School in 1948, more than 2600 officers and enlisted personnel, both men and women, from all of the services have completed this course.

It is significant that the four articles which follow indicate that the services agree upon the essentiality of programs of Information and Education to the Armed Forces. They agree that the conduct of such programs is a command responsibility. They describe strikingly similar opportunities for off-duty education. They agree, in a large measure, on the purposes and basic content of an information



Armed Forces Information School, Fort Slocum, New York, instructs in all phases of Information and Education. Facilities include the library (above) and the Information and Education Center (below). AFIS Photographs



program. They present each service as devoting a sizable portion of its recruit and boot training to explaining to new personnel the reasons for the things they are called upon to do. Such disagreements as are evident relate to methods and relative emphasis during later training. For example, the Army and the Air Force lean heavily then upon weekly group discussions and information hours, while the Marine Corps prescribes only one such hour every month. The Navy, with two-thirds of its personnel on sea duty and working under a "watch" system, feels that the organization of scheduled discussion groups or information hours is usually impracticable. It therefore emphasizes the use of other informational media and less formal procedures. There are other diversities of practice, but the basic principle of both the "I" and the "E" of Information and Education are apparently acceptable to all of the services.

In obtaining and publishing these articles the DIGEST renders a distinct service.

A Special Section on—

Information and Education in the Armed Forces

In the articles which follow, representatives of the armed services show how the philosophy of Information and Education discussed by General Devine is practically applied within the framework and particular requirements of each service.

The authors are:

COLONEL S. Y. McGIFFERT, GSC, Chief, Troop Information and Education Division, Department of the Army.

LIEUTENANT COMMANDER W. S. HOLMES, USNR, Assistant Head, Information and Education Section, Bureau of Naval Personnel, Department of the Navy.

LIEUTENANT COLONEL H. D. ADAMS, USMC, Head, Special Services Branch, Personnel Department, Headquarters, United States Marine Corps.

LIEUTENANT COLONEL H. J. Y. MOSS, USAF, Chief, Information and Education Branch, Personnel Services Division, Office of the Deputy Chief of Staff, Personnel, Department of the Air Force.

THE ARMY PROGRAM

By

COLONEL S. Y. MCGIFFERT

ORGANIZATIONALLY, Army Troop Information and Education has undergone numerous changes since its inception during World War II. Initially linked with Special Services functions, the activity was organized as a distinct staff section in 1943. During most of the war period it was conducted under supervision of Army Service Forces. In the postwar reorganization of the War Department, it was placed in the War Department Special Staff. From August 1948 to May 1949—the period during which many organizational adjustments were made to conform with provisions of the National Security Act of 1947—the division was called the Army-Air Force Troop Information and Education Division, Department of the Army Special Staff. Despite its joint designation, the Division had no responsibility for the Air Force program.

In May 1949, most of the personnel and functions of the division were transferred to the Office, Secretary of Defense, and established as the Armed Forces Information and Education Division. This Defense-level agency became responsible for Information and Education policies applicable to, and preparation of common-use materials for, the three services. It also assumed operation of the United States Armed Forces Institute (USAFI) at Madison, Wisconsin; the Armed Forces Press Service (AFPS) in New York; and the Armed Forces Radio Service (AFRS) in Los Angeles, California.

A small proportion of the personnel of the old Army-Air Force staff division remained in the Department of the Army to form a new agency called the Troop Information and Education Division. The Army personnel spaces that had been transferred to the Defense-level Armed Forces Information and Education Division continued to be charged against the overhead of the Army. Consequently, for several months the small Army staff could not be enlarged sufficiently to perform its assigned responsibilities. This situation had improved somewhat by March 1950, when the Army Troop Information and Education Division was placed under the Chief of Information along with the Public Information Division.

The Army programs utilize materials and services provided by the Armed Forces Information and Education Division, the Depart-

ment of the Army and the several command levels. Conduct of the programs is a command responsibility at each level.

Troop Information Program. The first task of the reorganized Army Troop Information and Education Division was to define and fix the responsibility for various information activities within the commands. At the outset, there was a lack of uniformity of information in the field. Apparent was the need for common policies and procedures governing the operation of oversea radio networks, publication of post newspapers, the training of discussion leaders and the conduct of information periods. In most commands, information and education for the troops was regarded as a service—a desirable activity, but not essential.

The effort to establish Troop Information and Education as a command function was greatly assisted by several studies, inspections and investigations that were made over a period of several years. Conducted under various auspices and undertaken for varying reasons, these studies resulted in some widely differing conclusions. But on one point they were in agreement: Troop Information and Education is essential and therefore must be steadily improved and made more effective in its operation.

One of these studies, that of the President's Committee on Religion and Welfare in the Armed Forces (Weil Committee), outlined four steps to be taken in implementing an effective program. The Weil Committee found that certain aspects of the Army Troop Information and Education Program should be made standard policy for the Armed Forces as a whole. Its four recommendations for improvement, which were indorsed by the Secretary of the Army, consisted of: (1) publication of clear and detailed directives; (2) establishment of the necessary fiscal basis and personnel spaces to support a good program; (3) formation of adequate staffs at every echelon; and (4) establishment of suitable control and supervisory methods and procedures. (See "Report on I&E," January 1950 DIGEST.)

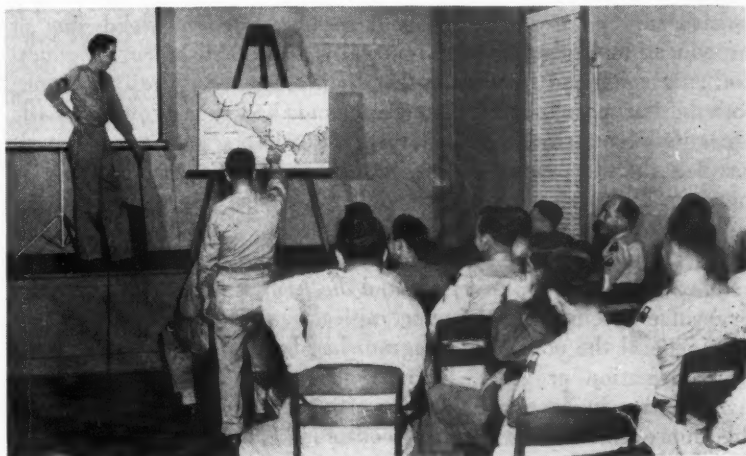
There has been slow but steady improvement in these four fields. In August 1950, General J. Lawton Collins, Army Chief of Staff, emphasized the importance of the program in a letter to all Army commanders and a month later he again called attention to the need for improvement. "In every case where there has been feeble implementation of this program," he said, "there has been a corresponding absence of adequate or qualified supervising personnel." Since then, all six of the continental Armies, as well as the Office of the Chief, Army Field Forces have established larger troop information and education staffs.

Overseas the circumstances were somewhat different. Difficulties

of limited funds and personnel, which hampered operations in the United States, were less evident in Germany and Japan mainly because in those theaters nonappropriated funds were available to support certain Troop Information and Education activities.

Late in 1950, Lieutenant General Clarence R. Huebner was directed by the Chief of Staff to make a survey of the Information and Education Program. His conclusions and recommendations stressed the need for command support of those activities. In particular, he recommended the decentralization of the responsibility and the provision of greater opportunity for commanders to use troop information facilities for dealing with pertinent matters of local significance. Regulations incorporating these ideas have been published and many commanders have begun to realize the possibilities a troop information program offers for improving the military effectiveness of their commands. In general, the revised regulations encourage commanders to make greater use of the Command Conference (formerly known as the Troop Information Hour) as a vehicle for information on local command problems. The 45th Division and 2d Armored Division have been especially active in developing this idea. In those units Command Conferences have been noticeably outstanding because their commanders have demonstrated close personal interest in the program and because considerable attention has been given to subjects of local interest as well as to subjects of Army-wide and service-wide application.

Another important change resulting from General Huebner's survey



The Command Conference, formerly known as the Troop Information Hour, provides opportunities for organized discussion.

AFIS Photograph

concerned use of *Armed Forces Talk*, the information pamphlet prepared by Armed Forces Information and Education Division. This pamphlet necessarily deals with the "big picture" subjects—national and international affairs and matters of interest to servicemen in general. General Huebner advised that such materials should be supplemented by materials prepared by the Department of the Army and appropriate subordinate commands covering subjects directly pertinent to soldiers throughout the Army and especially to soldiers of particular commands serving under particular circumstances.

Consequently, present regulations require that only one Command Conference a month be based on *Armed Forces Talk*. The Department of the Army, Army Field Forces, continental Armies and the various theaters now publish materials to support Command Conferences on subjects pertinent to the Army or local commands.

There has also been considerable improvement in such matters as the training of discussion leaders, in the systematic checking by commanders of troop information activities and, above all, in the growth of understanding among senior commanders of the practical military value of a good command-conducted troop information program.

Army Education Program. Until 1948, the Army Education Program was operated as a service. Its offerings tended to favor the soldier who already was fairly well educated and thus was not geared to the pressing need of the Army for a program designed to increase the training potentialities of soldiers deficient in education. In August 1948, General Huebner, who later conducted the comprehensive survey already mentioned, recommended a broadening of the educational offerings and especially the establishment of education as a command function rather than a service. Until that time, both the European and Far East Commands had been providing basic education (up to 5th Grade level) for soldiers who needed it. It was felt that the basic education task should be accomplished in the Zone of Interior before the soldier was sent overseas.

With the assistance of USAFI, intermediate educational offerings were established on a command basis, Stateside college offerings were extended to troops overseas and the Army's position on the military value of educational opportunities was clearly defined.

In general the education program has had smoother sailing than the information program, perhaps because education enjoys such high prestige in American life. Nevertheless there have been noticeable improvements as a result of continued emphasis upon the practical military value of the education program over and above its benefits to the individual soldier.

The Major Commands. The Department of the Army is charged with the implementation of Troop Information and Education Programs throughout the Army; it also monitors theater Troop Information and Education activities in Germany, Austria, Trieste, Japan and the Caribbean. The latter are responsibilities of the Army Chief of Staff who has been designated by the Joint Chiefs of Staff as the administrative agent in those commands.

There is necessarily some variation in the operating methods of the several major commands. For example, *Stars and Stripes* published in Germany also serves troops stationed in Austria, Trieste and England. Similarly the edition published in Japan is also distributed in Korea. Another special situation exists in Puerto Rico, where Spanish-speaking American soldiers make it feasible to present some of the radio programs, Command Conference materials and basic education programs in Spanish. A similar language problem affects programs of the Eighth Army in Korea.

In summary, the oversea and Stateside programs have become more closely integrated without being exactly uniform in content and operating methods. The conduct of the programs has been made the responsibility of Army commanders overseas, and the Chief, Army Field Forces in the United States.

As the Troop Information and Education Program has become better understood and as more and more of the Army's experienced senior commanders have become familiar with and convinced of the soundness of its purposes, there has been corresponding improvement in the program. The greater uniformity of quality that has begun to emerge during the past year is less the result of high echelon pressure than it is of command initiative based on a new awareness that a command-supported and command-operated Troop Information and Education Program makes for better command all down the line.

Troop Information and Education is a fairly new term; its operations involve modern means of communication and systematic procedures for bringing pertinent information to a large and widely scattered Army. But the name, the techniques and procedures are merely the surface. Beneath the surface Troop Information and Education is leadership. Any improvement of Troop Information and Education means an improvement in leadership and vice versa.

THE NAVY PROGRAM

By

LIEUTENANT COMMANDER W. S. HOLMES

ALTHOUGH the Navy's Information and Education Program (until recently called Educational Services) dates only from 1942, there is nevertheless a long-standing tradition in the service in favor of both elements of this program. As long as there has been a United States Navy it has been considered the duty of the captain of a ship to make sure that his crew had ready access to information on matters of real concern to them. And the interest in education goes back to the early Navy, in which the instruction of midshipmen afloat was entrusted to the chaplains, and to the first shore school for this purpose, established in 1803 for the midshipmen of the captured *Philadelphia* behind the bars of the Bashaw of Tripoli's prison.

Preliminary to any discussion of the Navy's Information and Education Program, it is essential that certain characteristics of naval service which make it different from the other Armed Forces be pointed out. Two-thirds of all Navy men are at sea, where they live in confined spaces, often with a very high noise level and with facilities at a minimum. Their very isolation makes unnecessary the anti-subversive inoculations that are important to military personnel stationed within easy reach of large population centers. There is unparalleled ease of communication; the captain of a naval vessel can pick up the microphone of his public address system at any time and speak to every officer and man of his complement. Those complements are small (30 to 3000, with very few of the larger numbers) and are organized in divisions, each in charge of an officer. This structure brings about an easy, close relationship between officers and men which the Navy regards as extremely important. And finally, of sufficient significance to deserve a somewhat fuller discussion, there is the watch system.

The crew of a ship is divided into three watches, with the result that each member of the crew is on watch one third of his time—four hours on, eight off. During one of his "off" periods he sleeps; during the other he puts in a day's work at necessary training and maintenance work. He has, therefore, extremely little spare time in the first place; in the second, his spare time will coincide with that of only a third, on the average, of all others who may wish to engage in a given

group effort outside working hours. Since a man aboard ship is always on duty there is no such thing as "off-duty time."

Added to these elements, there is also in the Navy a fundamental belief affecting particularly the information program. The Navy believes deeply that its own best path to the development and maintenance of high morale is through the exercise of proper leadership in its officer-enlisted man relationships, a leadership that will give evidence of a sincere concern on the part of the officer for the enlisted man's welfare and advancement. And a corollary is an equally strong conviction that a formalized compulsory program of information in the Navy would defeat its own purpose.

The purpose of the information phase of the Navy Information and Education Program, as set forth in Bureau of Naval Personnel Circular Letter 156-50 of 22 September 1950, is "to provide all hands with: a comprehension of the principles of American democracy; a recognition of the current issues in national and international affairs; an understanding of the mission of the Armed Forces, both as individual services and as a unified team; and a realization of the importance of the individual in the American way of life and of his responsibilities and obligations as a citizen".

Following are the principal activities in each of these fields:

Comprehension of the principles of American democracy. Recruit training includes ten hours of citizenship education based on *Your America*, a series of pamphlets prepared by the Americana Corporation for and in cooperation with the Information and Education Section of the Bureau of Naval Personnel. The ten pamphlets have the following titles: *Democracy and Totalitarianism*, *Roots of American Loyalty*, *Foundations of American Democracy*, *Structure of Our Democracy*, *Government by Ballot*, *Democracy in Our Everyday Life*, *Privileges of American Citizenship*, *Responsibilities of American Citizenship in Peacetime*, *Responsibilities of American Citizenship in Wartime*, and *The Place of the Armed Forces in Our Democracy*. This series is also used in certain other naval activities, some of which have developed more or less formal programs around it. It is in all Navy libraries, which are on all ships as well as on shore stations, and its reading is encouraged throughout the Navy.

Ship and station libraries are the responsibility of the Special Services Division of the Bureau of Naval Personnel, and there is close cooperation between the Library Section of this Division and the Information and Education Section. Titles are frequently selected because of their relevance to the information program.

Again through cooperation with the Special Services Division, which administers the program of recreational motion pictures for

ships and shore stations, a large number of movies on informational subjects (commercial films as well as those sponsored by the Armed Forces Information and Education Division) are shown with the nightly recreational movie. Since these movies are repeated often at sea, nearly every man sees them and all have the opportunity to do so.

Recognition of Current Issues. Ashore the daily newspapers and the radio are the best sources of this sort of information and are readily available. At sea every ship has its own newspaper, if only a dittoed sheet of news items as they come over the ship's communication system. In addition, nonappropriated funds are used to purchase subscriptions to weekly news magazines and other periodicals for lounges and wardrooms. Other publications, such as *Armed Forces Talk* and *World Newsmaps* are provided by Armed Forces Information and Education Division; still others, including the State Department *Public Information Memorandum* and occasional pamphlets like Schlesinger's *What is Communism?* (issued by the Public Affairs Committee) are obtained and distributed by the Information and Education Section of the Navy. Many ships at sea and shore stations overseas are able to turn the Armed Forces Radio Service (AFRS) broadcasts to good account and others make use of the AFRS transcriptions. The battleship *Missouri* has its own broadcasting station sending out frequent newscasts and making liberal use of AFRS informational and recreational transcriptions.

Mission of the Armed Forces. Besides the ten hours of citizenship education in recruit training, the recruit training schedule includes 49 other hours on subjects readily identifiable as pertaining to the objective of the information program. These hours consist of: Naval History, 20 hours; Religious Life and Ethics, Obligations of the Recruit to the Navy, to Himself and to His Family, 7 hours; Naval Customs and Courtesies, 10 hours; Meaning of Discipline, 3 hours; Conduct Ashore, 4 hours; Wearing of the Uniform, 3 hours; and the Navy as a Career, 2 hours. Motion pictures, pamphlets, periodicals and, most effective of all, talks by the commanding officer, the executive officer and the division officer continue the enlisted man's education along this line after he joins the fleet.

Importance of the Individual. The Navy is particularly well adapted and organized to teach this fundamental tenet of our democracy. The officer-enlisted man relationship, the well-marked path to advancement, the large number of career "ladders," the obvious dependence of lives and property of huge value upon individuals and small groups of individuals—these elements in the daily lives of the men are infinitely better teachers than whole shelves of books and thousands of feet of film. The coxswain who guides his liberty boat

through rough water with forty or fifty men aboard does not need to read about the importance of the individual. Nor does the one effective yeoman (typist) aboard a destroyer, or the engine-room "swipe" upon whose vigilance depends the continued proper functioning of the propulsive machinery.

As for the "realization of the individual's obligations and responsibilities as a citizen," pamphlets 8 and 9 of the *Your America* series explore this subject quite fully. It is also being approached, fortunately, by a number of civilian media, many of which reach the members of the Armed Forces.

There remain to be added to this account of the Navy information program several somewhat disparate items, not by any means to be considered unimportant by reason of being miscellaneous. Two periodicals deserve mention—the Naval War College *Information Service*, which keeps officers informed authoritatively on a wide variety of subjects of professional interest to them; and the Bureau of Naval Personnel's *All Hands*, which is actually one of the most important elements in the whole information picture. *All Hands* is published monthly and read throughout the Navy from cover to cover. It is distributed generously to all activities, yet there are thousands of individual subscriptions besides. It covers subjects that Navy people are vitally interested in, and treats them informally—but with authority. It is especially valuable in answering the "whys" of enlisted men and officers, making them realize that things are done not just because "it's policy," but because there are sound reasons for doing them.



A shipboard group meets for class study as they prepare themselves for advancement to higher ratings.

U. S. Navy Photograph

Another element is the information program for personnel "assigned to or visiting in foreign countries." This program is important to the Navy because, while there are few persons assigned to foreign countries, large numbers frequently visit in many countries. The Information and Education Section, upon request, supplies fleet units which are to cruise to foreign ports with Pocket Guides, maps, pamphlets, and First Level language materials, which include records, Language Guides and Phrase Books. These supplies are heavily added to by the staff of the Commander in Chief, Atlantic or Pacific, depending upon the ship's destination, and also by the ingenuity of the ship's officers. Lectures are given and motion pictures shown to prepare the crew for their visits. Important customs and taboos are explained to prevent men from giving unwitting offense. Special emphasis is placed upon the quasi-diplomatic role that each uniformed man necessarily assumes on foreign soil, and all are urged to conduct themselves accordingly.

The Navy is responsible for the operation of this program aboard ships of the Military Sea Transport Service carrying Army or Air Force personnel to foreign countries. This is a relatively new joint effort which is being coordinated with the other services and shows promise of real value. Film libraries are being established for these ships using motion pictures from Armed Forces Information and Education Division, Navy information films, and Navy-purchased commercial films describing folk customs and points of interest in the countries to be visited. Stocks of *Armed Forces Talk*, maps, posters and other informational material are being supplied by the Army, while libraries of books and commercial periodicals are furnished by the Navy.

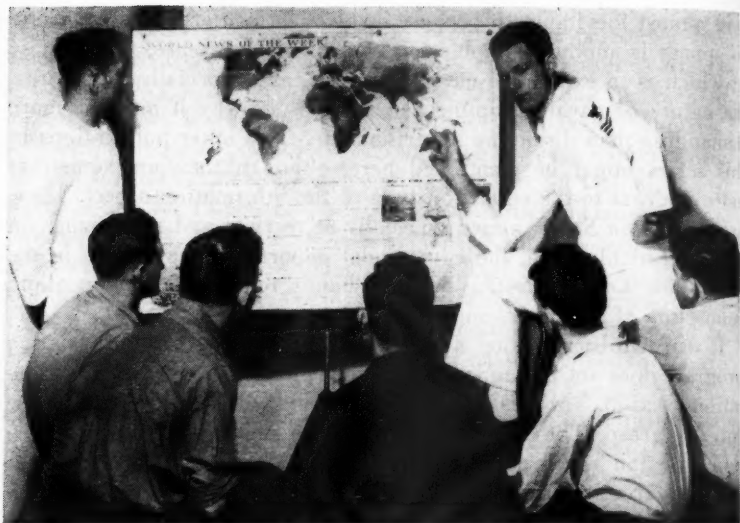
There are discussion groups in the Navy. They are probably not very numerous and they are almost always voluntary except in the retraining commands for prisoners whom it is intended to restore to duty. To help these groups, the Information and Education Section has available discussion leaders and guides and provides background material including *Armed Forces Talk*. The distribution of the weekly *World Newsmap*, previously handled by the Section, has now been taken over by Armed Forces Information and Education Division. The Section maintains stocks, available upon request, of nearly all other materials emanating from Armed Forces Information and Education Division, as well as a small list of materials selected from civilian sources by the Section. From time to time the Section issues publications of its own. In the information field it published during the past year *Conference Sense*, a pamphlet aimed particularly at the naval officer who finds himself ordered to Washington and destined there-

fore almost inevitably to become involved in conference work. Soon to appear is another pamphlet entitled *Discipline Sense*, the purpose of which is to explain to naval personnel, and especially to recruits, the nature of naval discipline and the reasons why it must be more demanding than discipline in civilian life. Two other publications in this series might be mentioned here, although they are somewhat more relevant to the education than to the information aspect. These are *Education Sense*, aimed especially at recruits and publicizing, in highly readable form, the educational opportunities available in the Navy; and *Career Plotting Sense*, a handy tool in the guidance and counseling of naval personnel.

It will be observed that a large portion of the Navy's information program does not fall under the purview of the Information and Education Section. This makes the program difficult for those not in the Navy to grasp. The Navy believes, however, that because its information function is woven into the very fabric of the daily life of its men; because it is gauged to the needs and abilities of the men themselves; and because it is in all cases a command function—for these reasons the program is realistic and effective. This belief may be justified by the fact that nowhere in the Navy's history can incidents leading to a widespread breakdown of morale be found.

As in the case of the information program, there is more to the Navy's education program than at first meets the eye. And again the reason is that some of the features of the Army and Air Force programs which are integral parts of their Information and Education Divisions either existed in the Navy prior to the establishment of Information and Education or were established independently as parts of other programs. In other words, in order to find Navy counterparts of all the opportunities offered under Information and Education in the Army and Air Force it would be necessary to examine rather carefully the whole Navy training program.

The Navy's education program is based upon guidance and counseling. This idea is by no means wholly foreign to the naval officer since he has been expected for many years to perform the function—although he may not have used the educational term for it—in relation to the program for enlisted promotion. In order to advance beyond the third pay grade a man must select a rating (career ladder) in which to train himself. Many young men cannot make this selection without help and it is at this point that the training officer or division officer becomes a counselor. Almost all naval officers, therefore, have had some experience in counseling. To assist them in regard to philosophy, techniques, materials and other details, the *Educational Services Manual* (the handbook of information for Navy Information



World newsmaps outlining latest developments in the week's news are among the materials used in orienting Navy personnel.

U. S. Navy Photograph

and Education officers) devotes considerable emphasis to the subject.

The opportunities in the way of courses are much the same as in the other services, with the qualification that because of the special circumstances discussed at the beginning of this article, the Navy's class program is much more limited than that of the Army or the Air Force. Correspondence courses (offered both by USAFI and cooperating universities), self-study texts, tests and other USAFI materials and services are equally available to Army, Navy and Air Force personnel. Like the other services, the Navy provides registration centers and testing centers to speed up service at stations and on large ships where there is a relatively large demand.

Though the class program is relatively small, it is encouraged; and if an officer or enlisted man cannot be found as instructor the Information and Education Section will pay the cost of hiring a civilian instructor for duty at a shore station. Also, in uniformity with the other services, the Section will pay three-quarters of the tuition (up to \$7.50 per semester hour) for naval personnel who wish to take courses at accredited colleges or universities near their duty stations. The Navy falls in line in giving credit, for in-service purposes only, for successful completion of USAFI General Educational Development tests and the Educational Qualification Test 2CX.

In basic education (literacy training), however, the Navy departs

from the other services, preferring to use its own materials in order to impart valuable information about the Navy along with the ability to read and write. The Navy general directive concerning the operation of the Information and Education Program requires commanding officers to seek out illiterates in their commands and arrange instruction for them. At recruit training centers such instruction has been carried on in the recruit's off-duty time by volunteer instructors. Plans are now under consideration to move this instruction to duty time and to lengthen the recruit training period for illiterate recruits. The problem of illiteracy is not at present a serious one in the Navy and involves very small numbers. It is desired, however, to have a satisfactory plan worked out and in operation in the event that larger numbers have to be taken in.

The Navy basic education materials (called the "Navy Life Series") consist of six volumes. Four are concerned with reading and writing and one with arithmetic. The remaining volume is the instructor's manual. There is a terminal achievement test based on these materials.

The use of foreign language materials in the Navy is perhaps somewhat different from that in the other services. The Navy is much interested in the First Level (Introductory) series which is admirably suited to shipboard instruction on cruises to foreign ports. The recommended use is to play the records over the ship's public address system, and to provide Language Guides so that each member of the crew may have access to one. Phrase Books are supplied those men interested enough to ask for them.

Second Level or basic foreign language materials are used as in the other services. In addition sets are provided on a loan basis to prospective naval attaches, members of naval missions and their staffs and to graduates of the Navy Language School for refresher purposes.

The Information and Education Section also stocks materials for use in more conventional language classes—grammars, readers and conversational texts—in the most used languages, as well as several types of dictionaries in these same languages.

In general, then, this is the education phase of the Navy Information and Education Program. The picture would be far from complete, however, if there were not added to it educational elements administered elsewhere than in the Information and Education Section.

There are over 200 Fleet and Service Schools offering hundreds of courses in a wide variety of subjects varying from air conditioning to mine warfare, from electronics to cooking. While the courses given at these schools appear at first blush to be purely training in

content, it should be noted that they have been evaluated in terms of recommended civilian academic credit by the Commission on Accreditation of the American Council on Education and that many have been evaluated by the colleges themselves. Credit awarded by individual colleges has gone as high in some instances as two full years of college work.

Many of the subjects taught in Fleet and Service Schools are also covered by Navy Training Courses which may be used by those who are not afforded the opportunity to attend the schools. Navy Training Courses are self-study courses and are part of a system of instruction which was instituted in 1918. One of the requirements for advancement from one rate or pay grade to another is the completion, attested by an examination successfully passed, of the Navy Training Course for the higher rate. There are over sixty ratings (trades), with each one divided into four petty officer rates (third, second, and first class, and chief), making a total of about 250 rates to be covered by instruction books. Almost 90 per cent of these Navy Training Courses are completed and available and the remainder will be soon.

The Navy has a correspondence school of its own in the Navy Correspondence Course Center in Brooklyn, New York. The Center at present offers 122 courses and the number is constantly increasing. Intended originally for officers and enlisted men of the Naval Reserve—with successful completion of courses providing both promotion and retirement points—they are now also used by regular officers. In fact, in pre-Korean days, officers' correspondence courses could be taken in lieu of certain written examinations for officer promotion. The courses are on professional naval subjects and vary from Administration of Officers' Messes to Elementary Nuclear Physics. In the very near future enlisted correspondence courses will be made available to regular Navy men. The Correspondence Course Center has some 75,000 current active enrollments.

The very nature of service in the Navy requires that its Information and Education Program be flexible. Service at a shore station is different from service afloat; conditions aboard a PT boat, where the crew must hold on to something even in good weather, are not the same as aboard a 45,000-ton battleship; and the situation on any ship in good weather is quite different from the situation on the same ship in foul weather. The Navy programs *have* the required flexibility. And the Navy believes that time, funds and personnel for their operation are provided with due regard to their proportionate share in the fulfillment of the Navy's mission.

THE MARINE CORPS PROGRAM

By

LIEUTENANT COLONEL H. D. ADAMS

THERE was a time, prior to the 19th century, when wars were waged almost exclusively by professional and semi-professional soldiers. Battles were fought by mercenaries—men who had prepared themselves since their youth in the art of war. Other classes, such as farmers, industrialists, teachers, scientists and students, took little or no part in military activities, even when their own country was at war.

Today the situation is vastly changed. We know that total war demands the mobilization of men, young men and in some cases boys from all walks of life and every educational level. Thus it may readily be seen that the educational development of the people involved is a vast problem.

The provision of educational opportunities to Marine Corps personnel is not an outgrowth of World War II. On the contrary, machinery for an organized educational program in the Marine Corps was set in motion long before bombs fell on Pearl Harbor and plunged the United States into the world conflict.

Marine Corps history reveals that on 26 February 1920, Major General John A. Lejeune appeared before the Committee on Naval Affairs, House of Representatives, to discuss a Naval Appropriations Bill appropriating funds for "vocational training for Marines." General Lejeune pointed out the need for an educational program as a means to "build up again a high morale and esprit among the men and officers." He further emphasized that a complete and well-organized program of in-service education would ease the difficulty of getting enlistments of desirable recruits, diminish the number of offenses and desertions and enable Marines to prepare themselves mentally to cope better with the problems and responsibilities of life and good citizenship either in or out of service.

Information likewise has always played an important part in the Marine Corps. Needless to say, the Marine Corps believes that loyalty, patriotism and devotion to duty and country are essential attributes for members of the Corps. They are qualities which are



Courses closely allied to military activities are open to Marines in off-duty classes. Draftsmanship (above) and elements of industrial security (below) are among the subjects taught.

Marine Corps Photographs



elements of military strength. They are characteristics which can be fostered by leadership. They emphasize the responsibilities and obligations which the dual role of citizens and servicemen imposes upon all members of the Corps in their service to their country. However, the action needed to foster such understanding varies within the Marine Corps itself just as it will vary among the Army, Navy, Marine Corps and Air Force. Some individuals need more guidance than others. Relative need is not the same. Just who should decide what is the need?

The Marine Corps believes information and education to be as much a command responsibility as is housing, clothing, feeding and training. Providing a man with knowledge and informing him of current events makes him a more effective fighter. Making more effective fighters is a command responsibility. Therefore, information and education must be considered a command responsibility. At Marine Corps Headquarters, the broad principles of the program are defined and materials and educational facilities are made available. Thereafter, the entire responsibility of the program falls upon the commander of each unit.

Among the educational facilities provided is the Marine Corps Institute established in 1920. The purpose of this school is to promote the general efficiency of the Marine Corps. It does this by preparing and distributing texts and curricula for standard courses for which there has been a constant demand over the years within the Marine Corps, as well as courses which reflect particular needs and interests of Marines. The Institute will assist any commanding officer in establishing an educational program by providing counseling, guidance service and promotional literature. No Marine is ever compelled by his commanding officer to take a course except when such enrollment is an integral part of a local resident school or training program in professional subjects. He is, however, continually reminded both by Marine Corps Institute's encouragement program and by his superiors of the advantages of taking courses and thus fitting himself for promotion and for his future after leaving the Marine Corps. (See "Three Decades of Marine Education," May 1950 DIGEST.)

Correspondence courses not available from the Marine Corps Institute may be taken from United States Armed Forces Institute whose services, such as texts, self-teaching courses and end-of-course tests are available to Marine education officers.

The *Marine Corps Manual*, a book of service regulations, prescribes that each command will appoint an education and information officer. That officer's duties include initiation and supervision of off-duty

classes, procurement of study materials, administering tests and coordination of the program.

The education officer must provide the means to assist in the education of those who want it. To this end, voluntary off-duty classes are organized. Instructors are usually volunteers—officers, enlisted or civilian—or may be hired if there are no qualified volunteers. Payment of instructors is from nonappropriated local recreation funds and, under certain conditions, from appropriated funds. Materials may be procured from the Marine Corps Institute, from USAFI or purchased locally, using recreation funds.

Educational counseling is one of the most important duties of the education officer. Personnel want to know how to complete their education in order better to fit themselves for military or civilian occupations. They are advised what types of courses are available for this purpose—correspondence, off-duty classes or enrollment in a local educational institution.

Often the education officer administers end-of-course and General Educational Development (GED) tests to individuals as they complete various stages of their education. The Marine Corps now accepts, for in-service administrative purposes only, the college level GED test. The high school test has been so accepted for years.

The education officer must see to it that his post is stocked with Education Manuals. These books are used as reference materials or for self-study, both by the education officer in organizing off-duty classes and by individuals studying to take the entrance examination for the Naval Academy.

In the latter part of 1950 two new phases were added to the Marine Corps off-duty education program—first, a program of resident off-duty instruction using appropriated funds for partial payment of tuition; and second, the use of appropriated funds for the payment of civilian instructors for off-duty classes established at posts and stations. Where inaccessibility of off-post schools is a factor, education officers have arranged with universities to bring the campus onto the post. At the smaller isolated posts and stations instructors have been engaged to provide courses in which the majority of the command have expressed an interest. Following are some of the principal requirements for establishing these classes: Instructors must be qualified according to local educational standards. Students must be on active duty. Each class must have at least 15 students. Students must furnish their own instructional material. Finally, available funds will be used only for tuition—that is, for hiring teachers.

While Information and Education are lumped under one heading, actually there are two divisions to this Marine Corps activity. In the

information field, the program's purpose is to inform Marines on current events. As such, it is regarded as training and is a direct responsibility of each commanding officer.

Marine Corps information program material at present covers history and government of the United States; current news; geography; economics; ethnology and ethnography; strategy, tactics and weapons of foreign powers; and the individual's relationship to his unit, duty station and the world.

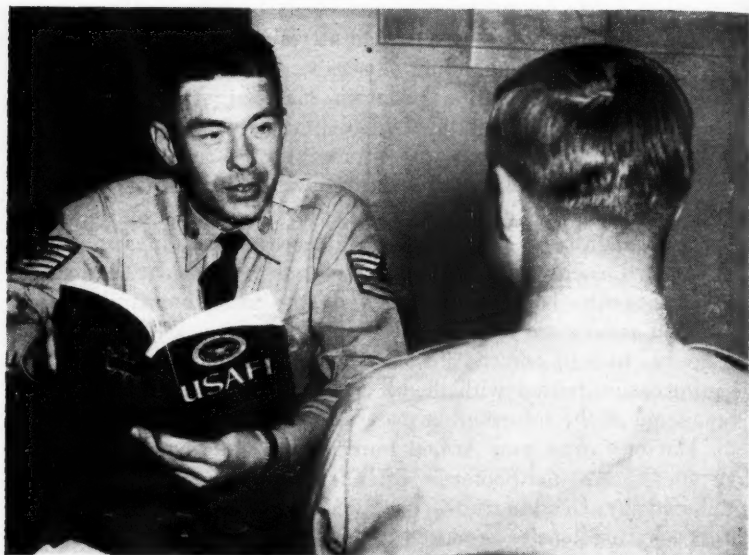
The information program starts with recruit training. From boot camp onward, each Marine is given one hour of information instruction each month. Topics are chosen by the unit commander from the subject areas cited above. There are no separate officer information hours; instead officers must either instruct their men or attend the information period with them.

Financing of the information program is done from Headquarters, U. S. Marine Corps, and Armed Forces Information and Education Division, Office of the Secretary of Defense. Information material is distributed by Headquarters, U. S. Marine Corps. Commanding officers may use locally procured material if they desire, with funds for local purchase made available on request.

There is no information and education field of Military Occupational Specialties (MOS) for officers in the Marine Corps. The highest enlisted grade is staff sergeant. Normally officers and men holding a primary MOS in a tactical field—infantry, for example—are assigned information and education duties and qualify for a secondary MOS in that field.

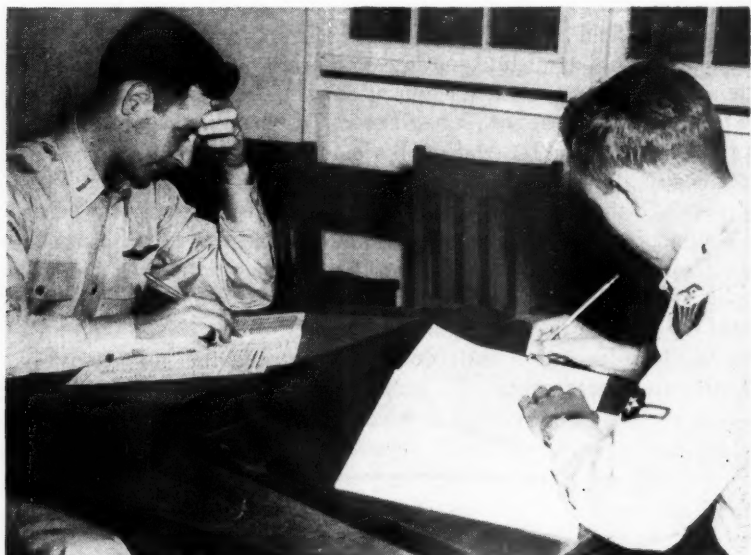
The entire object of information is to orient a unit for combat. To attain this end, any suitable material may be used. For example, the "Why We Fight" series of *Armed Forces Talk* was used by the Marine Corps to orient the 1st Marine Division for the Korean campaign. Specifically the weapons, strategy and tactics of the enemy plus characteristics of the theater of operations are covered in combat briefing.

While it is difficult to evaluate the effectiveness of anything as intangible as an information program, it can be definitely stated that the individual Marine and the units he belongs to have always been noted for high morale and fighting efficiency. Since this is the objective of the information and education program, the latter must be effective to some degree.



Two phases of the United States Armed Forces Institute program—advisement by a qualified counselor prior to enrollment; and completion of the GED test to determine the student's educational level.

USAFI Photographs



THE AIR FORCE PROGRAM

By

LIEUTENANT COLONEL H. J. Y. MOSS

ARMIES, fleets and air forces are made up of individuals, each with certain duties and responsibilities. The effectiveness of these organizations depends in direct proportion upon how the individual accepts his responsibility and performs his duty.

In the Air Force Information and Education Program, the entire activity is based upon the recognition of the actual and potential worth of the individual. It is based upon the knowledge that an informed airman or officer will more readily appreciate responsibility, while education better qualifies him for the performance of duty.

The Air Force Information Program utilizes a variety of media for disseminating information. The same means which are employed in the civilian community for providing news, comment and opinion are used in the Air Force. There are no iron curtains which separate the serviceman from the newspapers and periodicals, from the motion picture shows and newsreels, or from radio broadcasts presented to and for his civilian brothers and sisters.

There are in addition certain items which are provided especially for the serviceman through media which parallel those found in the civilian community. In the Air Force there are base and unit newspapers. The Armed Forces Information and Education Division provides *Armed Forces Talks*, produces materials for the Armed Forces Radio Service, distributes the Armed Forces Press Service Clip Sheets and, on important events and trends of unusual interest, prepares fact sheets, films and posters. The airmen have access to and are encouraged to use all of these materials. They are available in base libraries, day rooms, information centers, in theatres and on bulletin boards.

The Information Hour is still another means employed in the program. Although the hour is not mandatory in the Air Force, the average attendance at the on-duty weekly Information Hour is slightly greater than sixty per cent. These Information Hours are not all presented as small discussion groups led by skilled discussion leaders nor are all weekly Information Hours uniformly good; but



International developments are reviewed in an information session at an Air Force base in Germany. USAF Photograph

the trend, as indicated by reports, shows that the use of the discussion method has been increasing during the past year. Concurrently both careful selection and training of discussion leaders have been emphasized by most of the major commands.

Information Hours do not always deal with events of national and international import, nor should they. Many of the hours are designed to answer questions which perplex or annoy airmen in their daily work and living. Sometimes the question asked may appear childishly simple and it *may* be simple to one who knows the answer. But to the person asking the question, seeking an answer to a problem that actually bothers *him*, it is far from childish. The fact that questions exist in a man's mind is the best possible reason for providing him with the answer.

To summarize, the Information program recognizes the almost universal desire to know why and provides the answers to questions which range all the way from "Why did we have pancakes twice for breakfast this week?" to "Why does an atom split?" and "What is the historical background of Russian imperialism?" The Air Force supports the program in the conviction that when a man asks a question, getting the answer is important to him and giving the answer is important to the Air Force.

Providing off-duty educational opportunity is accomplished through three principal media. There are extension and residence classes offered by civilian schools and colleges, group study classes offered by professional teachers employed by the Air Force, and United States Armed Forces Institute courses.

The academic range of the program extends from the elementary to the postgraduate level. The program has a dual aim and accomplishes a dual purpose. Two Air Force Regulations state the purposes and establish the procedure for achievement—AFR 34-52, known as Operation Bootstrap; and AFR 34-29, known as Operation Midnight Oil. The former especially emphasizes academic advancement and the acquisition of high school diplomas and baccalaureate and graduate degrees; the latter regulation stresses the importance of off-duty education in career advancement. There is considerable overlapping since many courses carry academic credit and have a direct relationship to career advancement as well.

There are many points of similarity in the education program of the separate services. The USAFI correspondence and self-study courses and the correspondence courses offered through USAFI by cooperating colleges and universities are in wide use throughout the Air Force. The Air Force off-duty group study classes, utilizing USAFI materials, closely parallel the Army's group study class program. There are some points of difference, however, which arise for obvious reasons. The Navy could scarcely conduct an extensive group study class program utilizing professional civilian teachers. Shipboard operations do not permit this type of activity. In like manner Army operations in Korea are not suitable for supporting the extension program offered by, say, the University of California. Unlike both the Army and the Navy, however, even combat crews in the Far East Air Forces can take advantage of group study classes or University of California extension courses.

At the end of World War II many young officers with valuable combat experience—but whose academic education had been interrupted when they entered the service—were integrated into the regular establishment. Because of the break in their formal schooling, the level of education among Air Force officers was below that judged to be desirable or even satisfactory—a condition existing in all components of the Air Force. For them, Operation Bootstrap with its final semester plan for attendance at colleges and universities was particularly designed to help correct the condition.

Originally, the final semester plan—authorizing a four-month period of resident instruction to complete baccalaureate requirements—was open only to officers in the regular component. Changes in the international situation between December 1949 and April 1951, however, led to the revision of AFR 34-52. With large numbers of young Americans again being called into military service, it was apparent that provisions were needed to insure a minimum interruption of their academic studies. The Air Force therefore extended

eligibility for participation in the final semester program to all Air Force military personnel; and the period of authorized temporary duty at colleges and universities was extended to six months instead of four, in order to comply with academic residence requirements.

The program's success is dependent upon the support of the civilian educational institutions. Individual colleges and educational associations have been cooperative in granting credit for General Educational Development Tests and in evaluating service experience for academic credit. The granting of credit has been the prerogative of the particular institution concerned and has been governed by sound academic standards.

The Air Force Information and Education Program recognizes that education is the tool which the individual uses in receiving, weighing and synthesizing information and then determining, generally for himself, the reasons why. In an organization where these processes apply, morale problems are at a minimum.

Morale itself cannot be measured. But we can measure the results of its presence or absence and we can point to certain things which build good morale. Generally speaking, it can be said that the organization made up of individuals who are uninformed, who have no answers to the questions which perplex them, will be an organization with little or no morale. As a corollary, an organization composed of informed individuals who have the answers should be one with good morale. Toward this objective, the Air Force Information and Education Program dedicates its efforts.



A civilian teacher provides off-duty instruction in high school level subjects for these airmen of the Far East Air Forces in Japan.

USAF Photograph

FIRE POWER IS BIG BUSINESS

By

MAJOR GENERAL A. M. HARPER

This is the first of two articles being published on The Artillery School. The second article will describe the Anti-aircraft and Guided Missiles Branch.—*Editor.*

TRAINING many thousands of resident students a year is a record few educational institutions ever attain. Operating an educational plant of such a magnitude is big business. The Artillery School at Fort Sill, Oklahoma, is accomplishing this and in addition is furnishing nonresident instruction to some 14,000 members of the civilian components of the Army.

Preparing students for the various walks of life at universities and colleges is a serious undertaking. Preparing students of artillery to defend their country—with life or death being the test of proficiency—is a still more serious undertaking. Training in the art of warfare in general and in artillery in particular must be thorough; it must be as brief as is consistent with good teaching and yet it must be impressive enough to insure lasting knowledge.

The artillery has one principal commodity to sell—maneuverable, flexible fire power. Training in how, where and when to use it is one of the main goals of The Artillery School. Coordination of all other means of exploiting fire power to the maximum degree of efficiency is another goal.

The massed fire of artillery weapons sprang into greatest prominence at the beginning of World War II. It won the respect of friend and foe with its rapidity, accuracy and relentlessness. Today, with many new developments in weapons, techniques, communication and mobility, the artillery has enhanced its effectiveness to a degree never before realized. Guided missiles and atomic warheads will add even more to its fire power, range and general effectiveness.

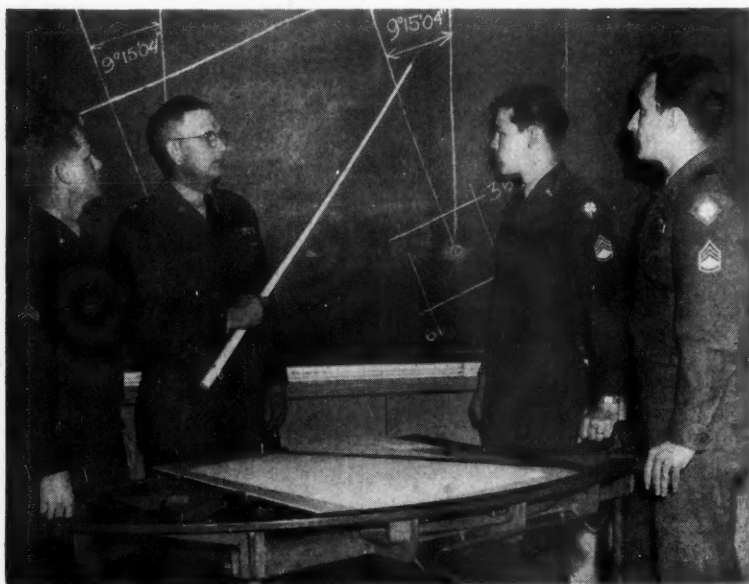
To keep pace with rapidly changing trends, The Artillery School is taking the lead in adopting new teaching methods and techniques. The curriculum undergoes frequent changes but the high level of efficiency attained in the past is perpetuated and improved day by

MAJOR GENERAL A. M. HARPER is Commandant, The Artillery School, Fort Sill, Oklahoma.



Students (above) operate a Flash Ranging Central which is used in determining enemy artillery positions. The theory, operation and gridding of a sound ranging board is demonstrated (below).

U. S. Army Photographs



day. Everyone from the Commandant down to the individual instructor has but one aim: the Artillery must never be caught—or sold—short.

The Artillery School is divided into eleven departments, with appropriate subdivisions devoted to specialized subjects. Instruction in all departments is coordinated to give the student artilleryman a well-rounded education in artillery and related matters.

Departments of Gunnery, Combined Arms, Communication, General Subjects, Materiel, Motors, Observation, Air Training, and Airborne and Special Operations all have a hand in the program of instruction for resident students. These departments also cooperate in preparation of training materials for nonresident students.

The Department of Extension Courses conducts much of the nonresident instruction on an individual student basis. The Department of Training Publications and Aids is charged with preparing all field artillery training literature for civilian component units and field artillery manuals and training circulars for Army-wide distribution. These two departments are under the newly established office of the Supervisor of Nonresident Instruction which also exercises supervisory control over the Editorial Group and the Army Field Printing Plant. The Editorial Group edits all publications prepared at the School.

The School maintains close liaison not only with the Artillery's sister combat arms in the Army but also with the Navy and the Air Force. Senior Marine Corps and Air Force officers as well as Infantry, Armor, Chemical and Engineer specialists are represented on the faculty. Twenty-four Marine Corps officers and five enlisted Marines are presently assigned to the School as instructors. The Royal Artillery of Great Britain maintains a liaison officer at the School.

Since World War II, a simple conduct-of-fire procedure has been developed at the School which is now common to Infantry, Armor and Artillery and to the Navy, Marine Corps and Air Force as well. A simplified manual has been prepared and distributed as a basis for common instruction of all combat personnel in the techniques of observing and conducting fire support.

Development and perfection of the Fire Support Coordination Center (FSCC) has been given impetus. The FSCC is a grouping of command representatives with the necessary communication facilities for coordinating the fire from artillery units and from naval and air forces in support of the front-line soldier. The system is designed to provide maximum fire support at all times.

New and improved methods and devices for locating artillery targets have been developed. By use of radar the artillery is now

capable of locating mortars and other high-trajectory enemy weapons to such a degree of accuracy that fire-for-effect can be placed upon them without prior adjustment. Techniques for locating hostile weapons by sound and flash methods have greatly improved; other techniques have been devised for adjusting the fire of friendly weapons upon "unseen" targets.

In the field of electronics, great strides have been made which have materially added to the efficiency of artillery. Rockets and jet-propelled weapons, utilizing combinations of intricate radar and electronics developments, are adding to the general effectiveness of artillery fire. Observation battalions can now furnish far more accurate and complete meteorological data than that obtained during World War II. As a result, weather conditions do not hamper artillery operations as they did only a few years ago.

One of the more prominent reasons for the artillery's success in World War II was the newly conceived but highly effective aerial observation by light liaison-type aircraft. It is estimated that then, as is now the case in Korea, approximately 90 per cent of the artillery's observed-fire missions were conducted by observers in Army aircraft—commonly referred to as the eyes of the artillery.

The role of Army aircraft was pioneered at The Artillery School where the Department of Air Training is today one of the largest and fastest growing departments. Several thousand Army aviators have been graduated from the School since the first class completed training in September 1942. During the peak war years, from 200 to 300 pilots were in training simultaneously. Student pilots are currently receiving training in Army aviation tactics at the School.

Although several types of light aircraft, such as the L-4, L-5, L-15 and L-16 still are being used both in combat and in training, the School is rapidly filling up its Table of Allowances with the new, improved all-metal L-19s which have been specifically made for artillery observation purposes. This plane flies at speeds varying from 40 to 140 miles an hour, has more power and climb than older types and is capable of performing many extracurricular missions. The L-19, for example, is used to perform re-supply drops in isolated areas, to evacuate wounded and to lay wire over difficult terrain.

Classes in Army helicopter aviation tactics conducted at the School are becoming more and more popular, reflecting the increased demands for helicopter pilots in Korea and the requirements of newly organized Army helicopter transportation companies. Reserve and National Guard pilots who have been ordered into the active military service are given refresher courses in Army aviation tactics and selected pilots are taught Army helicopter aviation tactics.

Impetus has been given to studies of air transportability of artillery. The Department of Airborne and Special Operations conducts classroom and practical instruction in air transportability. Students ranging from enlisted specialists to the most advanced officers are taught how to compute and balance aircraft loads, how to load artillery materiel into such cargo-carrying aircraft as the C-119 and how to lash down the materiel so that it will be safe for air movement. The students later ride in planes they themselves have loaded to witness the effects of air movement on lashed-down loads.

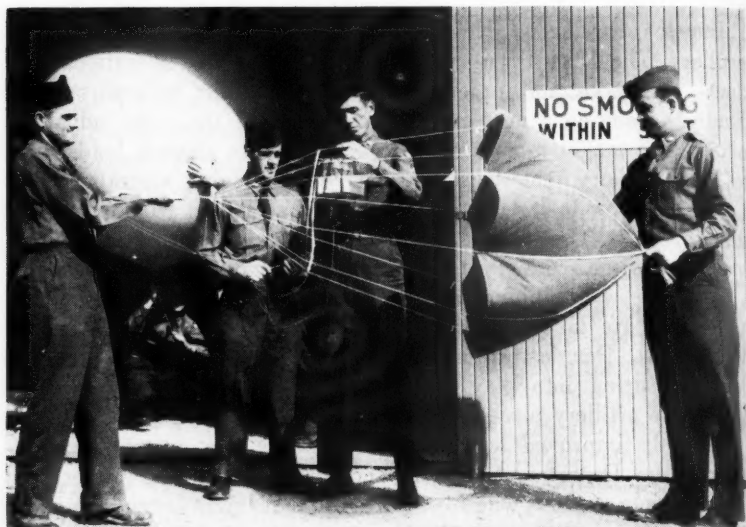
Airborne, amphibious, mountain, arctic and torrid zone operations also are taught in the Department of Airborne and Special Operations. Demonstration parachute drops by airborne artillery batteries bring into play the heavy-drop techniques necessary to parachute artillery pieces and trucks into the landing zone.

Recently improved techniques of artillery fire control have required the Department of Gunnery to teach the new target grid procedure to students who for a period of from eight to ten years have become used to other methods. The new method is relatively simple—but getting old methods out of the minds of students is more difficult.



The big 240mm howitzer is one of the weapons used for practical training on the Fort Sill firing range.

U. S. Army Photograph



A group studying Ballistic Meteorology adjusts equipment before sending it aloft to check atmospheric conditions.

U. S. Army Photograph

The Department of Combined Arms must constantly adjust its instruction in techniques and trends for, although basic tactical doctrine always remains the same, the application of that doctrine is ever-changing. The Department presents the latest trends and application of doctrine, the effects of which have been apparent in the action in Korea.

Materiel ranging from telephones and radios to guns and motor transport undergo numerous and varied changes. Because many units still are equipped with World War II equipment, the Departments of Communication, Materiel, and Motors must review these types, too, in all instruction. Since it cannot be predicted just what personnel of what unit will be issued what equipment, the instruction must be all-inclusive. For while considerable progress has been made, standardization of materiel is still not universal in the Army.

The Department of General Subjects offers instruction in a wide variety of topics necessary to the conduct of any military unit or establishment. Included in its curriculum are leadership, mess management, civil disturbances, business management, Uniform Code of Military Justice, psychological and atomic warfare, and defense against chemical and biological warfare, to name but a few.

At present the School is so organized that it can expand upon short notice to meet our global requirements. Only recently the Officer

Candidate School for Artillerymen was reestablished. During World War II, the Fort Sill OCS produced approximately 30,000 officers of Field Artillery to bulwark the Nation's drive to victory. Today the School is prepared to train more thousands of specialists to deliver devastating fire power, whenever and wherever needed.

Courses Offered at The Artillery School

Courses offered at The Artillery School in fiscal year 1952 are expected to follow the same general pattern as in the 1951 fiscal year.

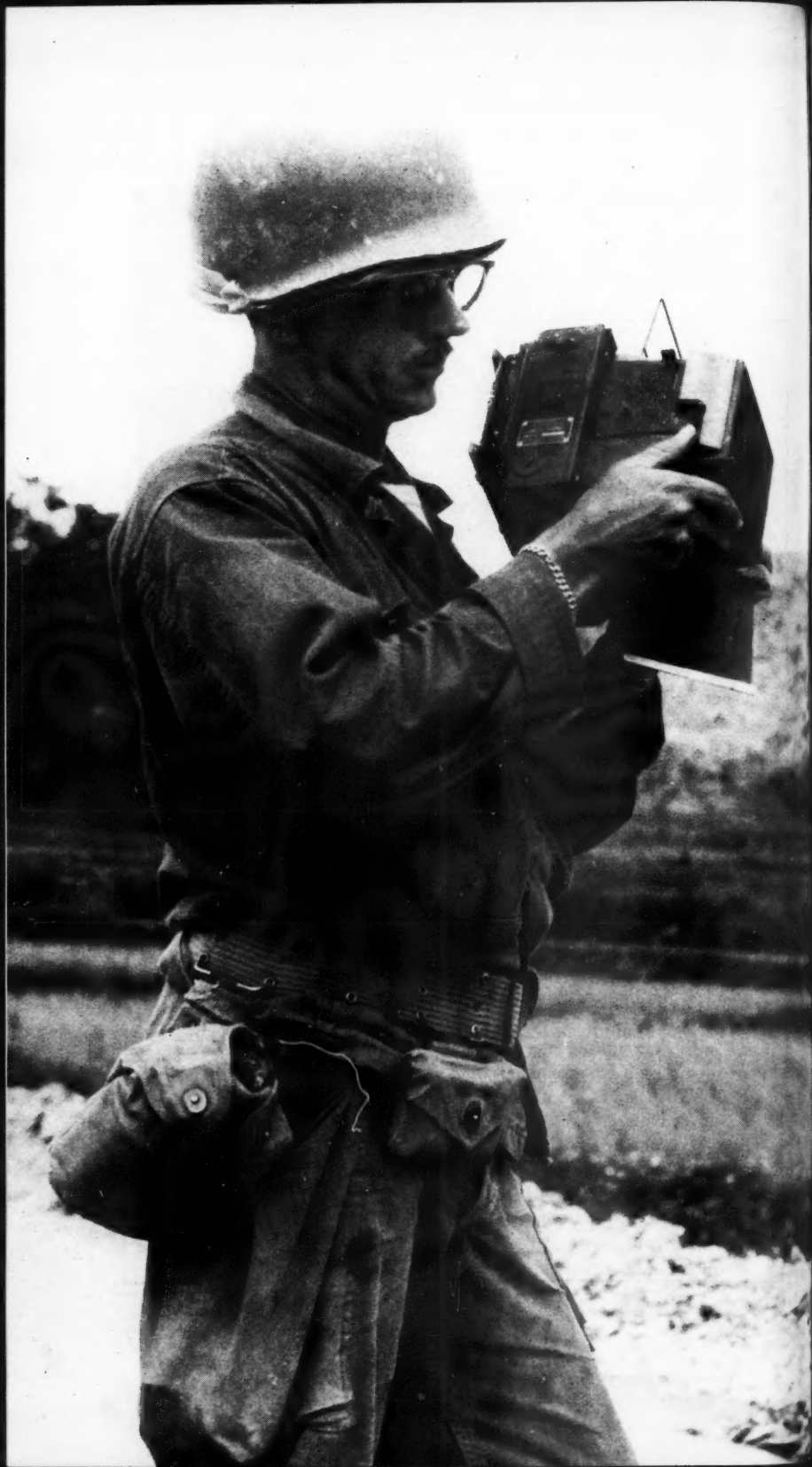
Regular Army officers ordinarily attend the eight-month Artillery Officer Advanced Course; National Guard and Reserve officers have an opportunity to attend the three-month Associate Field Artillery Officer Advanced Course; junior officers are eligible to attend the Associate Field Artillery Battery Officer Course which runs for approximately three months.

The courses listed below will be offered during the coming academic year. The student capacities for these courses range from about 20 to 300 and the courses run from one to eleven months.

Officer courses include: Artillery Officer Advanced, Corps Artillery Officer, Field Artillery Field Officer Refresher, Field Artillery Battery Officer Refresher, Artillery Officer Communications, Artillery Officer Communications Refresher, Artillery Survey, Artillery Observation Unit Officer, Survey and Observation Battalion Officer Refresher, Artillery Countermortar Radar, Army Aviation Tactics, Army Aviation Tactics Refresher, Army Helicopter Aviation Tactics, Artillery Motor Transport (wheel and track), Artillery Transport Refresher (wheel and track) and USAF Pilots Artillery Observer Course.

Both officers and enlisted men may apply for the following courses: Artillery Countermortar Radar and Army Helicopter Transport Pilot.

Courses for enlisted men are: Army Helicopter Transport Mechanic, Artillery Enlisted Communication, Artillery Radio Maintenance, Field Artillery Liaison, Artillery Ballistic Meteorology, Artillery Sound and Flash, Artillery Sound Ranging, Artillery Flash Ranging, Artillery Survey Supervision, Artillery Survey, Field Artillery Weapons Maintenance, Artillery Track Vehicle Maintenance, Artillery Vehicle Maintenance Supervision, Field Artillery Operations, Field Artillery Intelligence, and Weather Equipment Maintenance.



Pic

N
wo
utr
an
sur
ba

gr
to
me
to
ex
tra
cr
tat
re

ph
in
fo
ca

ne
ev
ac
ve
co
an

an
di
pe
di
th

GETTING THE NEWS -- THEN AND NOW

MASSED troops poised threateningly on a border suddenly spring into action and smash across a frontier . . . and the word is flashed to every corner of the world within the hour.

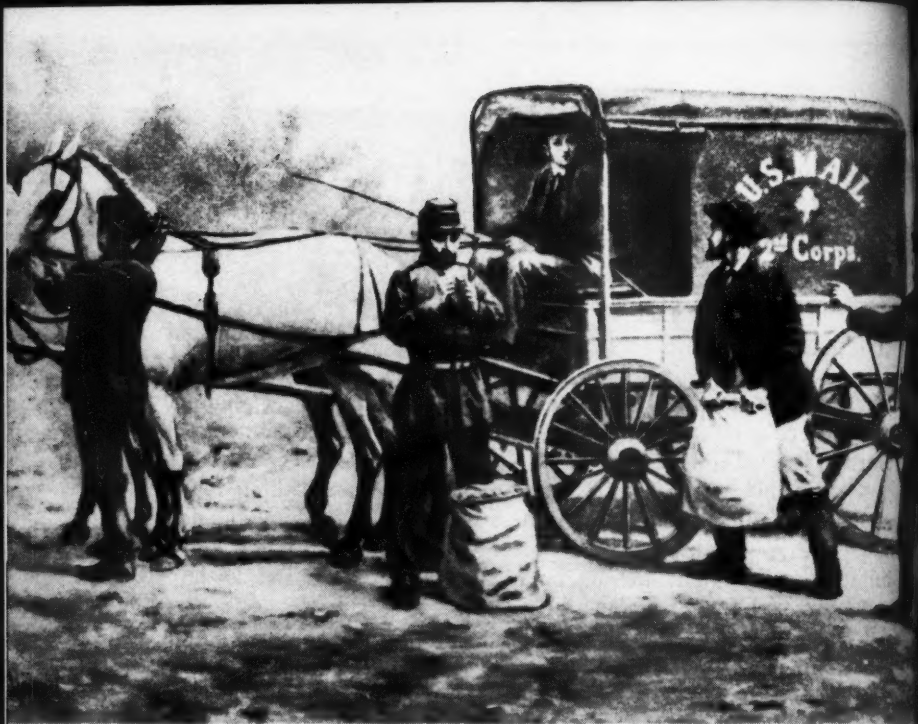
Getting the news of battle has always been a task calling for the utmost ingenuity and resourcefulness on the part of correspondents and photographers. Combat reporters in the field have had to find suitable facilities for the communication of information to home bases in the shortest time possible.

By foot, by horseback, by jungle drum or smoke signals or heliograph, word has been sent from the scene in this continuing effort to get the news out. Invention of the electric telegraph speeded the messages; development of cameras brought the battlefield graphically to the public. Both telegraphy and photography were first used extensively in war reporting during the Civil War. Today, high-speed transport planes, radiophoto and teletypewriter equipment are a far cry from the horse-drawn Army mail wagons, uncertain rail transportation, crude field photo laboratories and telegraphic messages then regarded as rapid communication.

An American combat photographer, Mathew Brady, produced a photographic record of the Civil War which was one of the first instances of comprehensive pictorial news coverage of United States forces in action. Thomas Nast and other artists portrayed the American soldier through the use of woodcuts and engravings.

Since those days, service photographers as well as magazine and newspaper cameramen have been on the scene to capture newsworthy events on film as they happen. Eyewitness accounts of battlefield action are graphically described on tape and wire recordings at the very moment when the action is taking place. Close-up pictorial coverage of battles in progress, through the development of television and kinescope recording, is now within the realm of possibility.

The following pictorial section shows some of the methods used and the conditions under which word of the battle was gathered and disseminated to the press and other news media in the Civil War period. In contrast are shown some of today's news gathering and dissemination facilities which make the Korean battlefield one of the most completely covered combat areas of all times.



Press correspondents of the Civil War had to miss many deadlines because of uncertain mail deliveries via the mail wagon (above). Below, signalmen set up a telegraph communications station behind the front lines. U. S. Army Photographs





A correspondent who covered the Civil War fighting by horse and wagon pauses at a press camp site. Another horse-drawn wagon (below) was used by Mathew Brady in processing his photographs in the field. U. S. Army Photographs

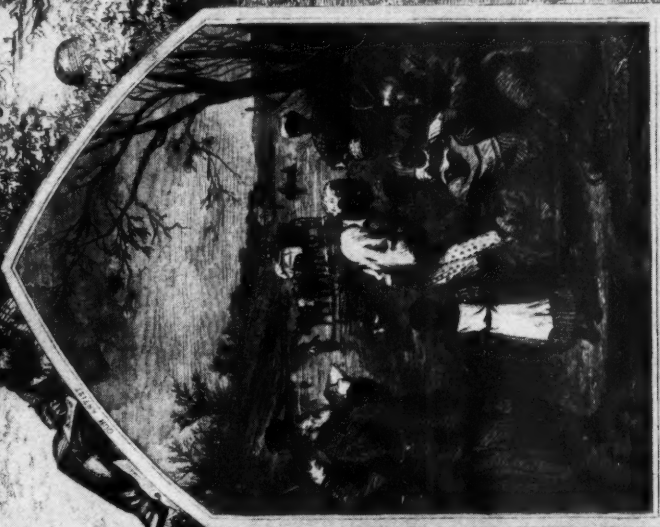




RELIABLE INFORMATION.



IN ACTION.



CONTRABAND NEWS.



THE FIELD

THE FIELD



A wood engraving by Thomas Nast (left) shows a few methods of getting the news in 1864. Today, combat pictures are flashed to the outside world in an incredibly short time by radiophoto (above).

U. S. Army Photograph



Mobile press centers permit front line coverage by news reporters and observers. Below, rapid teletype and radio communication facilities speed the latest news from Korean fighting fronts.

USAF Photographs





Correspondents in Korea use a converted airplane fuselage as a photo laboratory and press center. Below, Signal Corps photographers and a Korean assistant process film near the front.

U. S. Army Photographs





In the "city room" of a special press train, an officer receives news of the Kaesong conference for waiting correspondents. A complex system (below) relays the news via advanced bases to the States.

USAF Photographs



THREE MEN IN A BARRACKS

By

COLONEL B. B. ALBERT

THIS is the story of three men—three soldiers. Possibly one of them was in a unit you have served with; one may have been from your home town; one *could* be you!

Like all soldiers they were human beings and like all human beings



U. S. Army Photograph

COLONEL ALBERT

they at one time or another stepped out of line. Usually such missteps were inconsequential and could either be ignored or adequately handled by minor disciplinary action. But ultimately each one of these soldiers became involved in a serious offense, was tried and convicted by a general court-martial and sentenced to a period of confinement at hard labor in a Branch United States Disciplinary Barracks.

There is nothing new in this. Throughout history soldiers who committed offenses have been pun-

ished. Records as far back as Biblical days show that military leaders adopted stern measures to discipline their men. Julius Caesar had a criminal code whereby soldiers who violated rules were punished. Genghis Khan, the Asiatic conqueror, put to death any man who committed even a slight infraction of regulations. Today modern armies recognize and demand strict adherence to regulations as the essence of an effective military organization.

Since the safety of our Nation is contingent upon the maintenance of an efficient and effective military establishment and since this manifestly necessitates conformity with rules and regulations by all military personnel, the American people acting through their Congress

COLONEL B. B. ALBERT, Infantry, is Commandant, Branch United States Disciplinary Barracks, New Cumberland, Pennsylvania.

established a Uniform Code of Military Justice which provides for punitive action against offenders. Like all of our laws, the Code is the expressed will of the people—rules which must be enforced if order is not to give way to chaos. Violations cannot be tolerated.

If retribution were the sole function of the military prison system, the problem of the control and management of inmates of a disciplinary barracks would be simple. Sentenced to confinement at hard labor, they would be adequately fed, housed and clothed; they would be subjected to rigid discipline; under compulsion they would perform assigned tasks as a substitute for services they are failing to render because of their confinement.

But the Army refuses to accept this doctrine. Having sought the counsel of leading sociologists, penologists, psychologists and psychiatrists, it has adopted and put into effect the most advanced and scientifically sound philosophies and practices of prison administration.

The Army has two basic premises for the care, treatment, training and rehabilitation of military prisoners. First is that every offender is an individual, a human being—and in a democratic society whose philosophy of life is dominated by Christian ethics, a human being is valued and respected. A lone crime or a series of offenses must not make him an outcast; he is still entitled to the respect due a man. Second, the Army hopes that all of these inmates will return to take their places in society except for the rare individuals whose offenses are so heinous or whose criminal patterns are so dangerous that they must be deprived permanently of the right to live as free persons. But the vast majority will either go back to military duty or to civil life. Punitive treatment alone is, therefore, not sufficient. They must be prepared for useful and successful post-confinement careers.

Reformation and rehabilitation of offenders is the goal of present day prison administration. Anything less would be inhumane and socially wasteful. As long ago as 1915 the United States Military Prison at Fort Leavenworth was renamed the United States Disciplinary Barracks*—a name which, in itself, suggests that the rehabilitation mission predominates over the purely punitive concept. Department of the Army policy in TM 12-505, *Administrative Procedures for United States Disciplinary Barracks*, defines the mission in these words: "The mission of the Department of the Army as custodian of military prisoners is to promote the reformation and rehabilitation of prisoners with a view to their honorable restoration to military duty or return to civil life as useful citizens."

*The Fort Leavenworth installation is the focal point of the Army disciplinary organization. Branch disciplinary barracks are maintained at Lompoc, California, and New Cumberland, Pennsylvania.

When the three offenders—Soldiers A, B and C—were transferred to the Branch Disciplinary Barracks at New Cumberland, Pennsylvania, their records showed widely varying backgrounds.*

Soldier A, an average American boy with no past police record, entered military service in 1948 when he was 18 years old. He was considered an above average soldier by both officers and his companions; but after 28 months of good service he was involved in a motor vehicle accident, was charged with negligent homicide for which he was tried and convicted by court-martial. He was ordered to serve one year of confinement at hard labor after which he was to receive a Bad Conduct Discharge.

Soldier B was 19 when he entered service in December 1941. The product of a meager environmental background, he had completed only six grades of school but he had a good record and within two years had worked up to the grade of sergeant. Then he deserted and was not apprehended until 1948, when he was sentenced upon conviction to five years at hard labor, total forfeiture of pay and a Dishonorable Discharge.

Soldier C was in his early twenties when he entered the Army in 1941 but already he had a record of three arrests—the first when he was only 14—for car theft and petty larceny. His first year in service gave hope that he had found a satisfactory environment, but at the end of that time he went AWOL, was caught, sentenced to six months' confinement and two-thirds forfeiture of pay. A year later exactly the same thing happened. Then in 1945 while overseas he was convicted of AWOL and sentenced to four years' confinement and a Dishonorable Discharge. The sentence was suspended after he had served seven months and he was returned to the United States. But again he went AWOL and remained at large until October 1947 when he was apprehended and sent to serve the remaining portion of his sentence.

The Commandant of the Disciplinary Barracks had two missions to fulfill when these soldiers were committed to his institution. He was required to execute the sentences as properly prescribed by law. Also he was required, in the words of the Training Manual, to "promote their reformation and rehabilitation with a view to honorable restoration to military duty or return to civil life as useful citizens."

A prisoner entering a disciplinary barracks is first assigned to a reception company where he receives adequate food, clothing and

*The records cited are those of three soldiers who have recently served terms at New Cumberland. The statements are modified only in inconsequential details to preserve the anonymity of the individuals.

housing. Then begins a program of instruction and indoctrination designed to ease the adjustment to prison routine and to make the experience a positive rather than a negative influence on his future. A comprehensive study is made of each man by experienced social workers. Social, educational, occupational and military histories are compiled through interviews and studies of military records, through correspondence with local agencies and individuals such as the American Red Cross, schools, churches and physicians. Civilian criminal histories, if any, are uncovered through interviews with the man or by fingerprinting and checks with the records of FBI and local law enforcement agencies.

Mental and emotional personality traits, intellectual levels, academic achievements, aptitudes and capabilities are all sought out through psychiatric and psychological examinations and by educational, vocational and occupational testing, utilizing latest scientific methods. The man's physical and health history is studied and if records or examinations show that treatment is necessary or desirable, it is given immediately and continued as long as required.

Nor is the fact overlooked that every man has a spiritual nature.



Training at the Disciplinary Barracks is designed to meet a wide range of interests. Here inmates receive instruction in history.

U. S. Army Photograph

Studies of each man's religious background and beliefs as well as the influence of religion in his past life are made by chaplains trained to give sound and unprejudiced counsel. And the understanding, the wisdom, the experience, the friendship of a chaplain is available to every prisoner twenty-four hours of every day.

These records, tests, interviews and investigations are reduced to writing and evaluated in a Classification Summary for each man. This summary serves as a basis for planning a man's prison career. From it prison authorities determine not only his potentialities in education, vocational training and occupational assignments, but also what personal counseling and guidance will benefit him and what undesirable influences or practices he should be protected from or assisted to overcome.

With these classification studies completed, a prisoner takes up the normal routine of a disciplinary barracks. He must work—but in addition he is given the opportunity for academic study, for vocational training, for recreation and physical exercise, for community activities with other inmates.

In making work assignments, the man's experience in a trade or vocation, his aptitude, and the manpower requirements of the various shops and activities in the barracks are all taken into consideration. But high importance is attached to the man's inclinations. If he already has a trade and wishes to increase his proficiency in that vocation, he is normally given the opportunity to do so. Approximately 15 per cent of New Cumberland inmates are pursuing an occupation in which they have had previous training and experience. But the others—about 85 per cent—either had no previous training or they were not happy in their jobs (often a contributing factor to getting themselves into trouble) and they wish to learn something new.

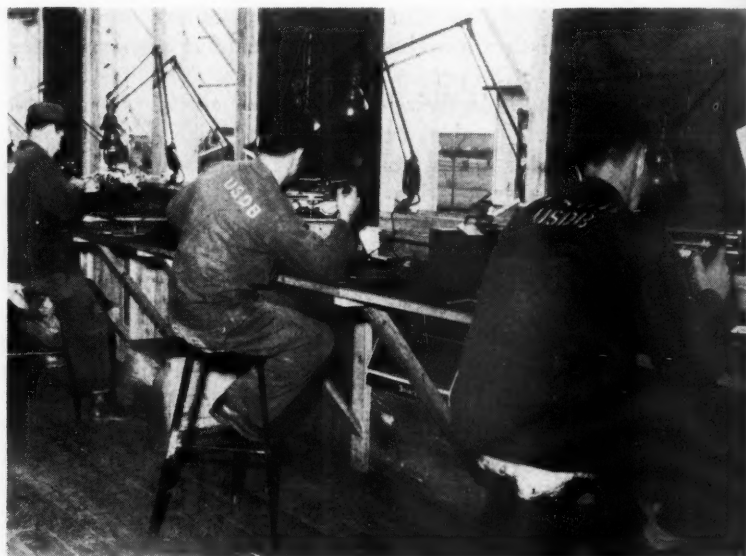
For these the field is almost unlimited. The disciplinary barracks offers training in such occupations as printing, automotive mechanics, electrical work, radio repair, shop maintenance, welding, typewriter repair, machine shop operations, body and fender repair, sheet metal work, furniture refinishing, carpentering, upholstering, shoe repair, tailoring, painting, clerical work, commercial art, cooking and baking. Certificates of proficiency are given to men who successfully complete a prescribed training course. These certificates may be offered as evidence of qualification for a new or more advanced Military Occupational Specialty by a man who is restored to honorable military service or as an aid in obtaining useful civilian employment upon discharge from the service.

To the man whose ambition also reaches to academic advancement, equal opportunities are open. It is possible, although obviously it



Inmates get specialized training in fields of their own choosing. Above, they are taught the principles of typing; below, they get practical experience in the typewriter repair shop at the Barracks.

U. S. Army Photographs



would be an extremely rare case, for an entirely unschooled soldier to start 1st Grade studies and go completely through grammar and high school grades. And if he had the necessary funds to pay for them, he could continue his education by taking extension courses offered by civilian colleges and universities.

Academic training through the 4th Grade is compulsory for all inmates whose records on aptitude tests show that they have not reached that level. Education beyond the 4th Grade is voluntary and all who show the mental capacity are encouraged to continue. At New Cumberland approximately 10 per cent of the inmates are enrolled in courses of the 5th to 8th Grades; another 25 per cent are taking 9th through 12th Grade courses and 12 per cent are pursuing USAFI courses. Thus close to one-half of the entire prison population is voluntarily engaged in off-duty efforts to educate themselves.

Like every other soldier in our Army, the man in a disciplinary barracks has opportunities to attend motion picture and stage shows, to enjoy athletic events—either as spectator or participant—to read books from a well selected library, to discuss current affairs in weekly Command Conference groups, to worship in a typical Army chapel according to the faith of his choice. At every turn he is encouraged, guided and assisted to lead as nearly a normal life as is possible. The dominating motive is to help him as an individual to use an unfortunate experience as a stepping stone to a more favorable future. Constantly there is held before him the opportunity to so conduct himself that he may wipe out the past by earning that most coveted possession of a good soldier—a record of service qualifying him for honorable discharge or for reenlistment and continuance of his military career.

To be sure, not every man who comes to a disciplinary barracks is miraculously converted to become once again a good soldier or a useful citizen. But a gratifying number, largely by their own efforts, take advantage of opportunities provided for them. Soldier A of this story, for example, indicated an above average ability and a willingness to provide for his own future. During his period of confinement he showed ambition and seriousness of purpose; he was a diligent worker; he took advantage of educational opportunities; his overall adjustment while in confinement was good. His record at New Cumberland warranted a recommendation by the Classification Board at the Barracks that he be restored to military duty. In forwarding this recommendation to the Restoration Board, Office of the Secretary of the Army, the Commandant added his approval and Soldier A received favorable consideration. He was transferred



As evidence of increased trust and responsibility, these men work at the prison farm without being guarded.

U. S. Army Photograph

to the Military Training Company of the Disciplinary Barracks at Fort Leavenworth and upon completion of the required training there, he was reenlisted and is once again a good soldier and an asset to the Army, to the Nation and—most important of all—to himself.

Among the traits which the psychiatric examination of Soldier B revealed was “passive dependency reaction manifested by an emotionally immature individual who tends to respond with helplessness, indecisiveness and a tendency to cling to others.” This diagnosis coupled with below-average scores in various tests indicated that both mentally and temperamentally he was not fitted for a military career and accordingly he could not be recommended for restoration to duty.

When he was admitted to the Barracks in March 1949 he was assigned to the hospital mess. He responded to training and met with no difficulties. In anticipation of his release on parole he was transferred to the Barracks farm colony where he adjusted well to working without the supervision of an armed guard. In September 1950 he was placed on full parole for the remainder of his sentence and permitted to return to his home. Here he has been working on the family farm,

cutting timber, clearing land and saving a small amount of money. From all indications he profited from his training at New Cumberland and is on his way to becoming a useful citizen. When the time comes for the annual review of his record, complete remission of the remainder of his sentence will probably be recommended. There was nothing fundamentally wrong with Soldier B; he was simply troublesome in the role of a soldier.

Soldier C proved to be one of those people who, when on his own, cannot keep out of trouble. His record during his period of confinement was sufficiently good to permit his release and return to civil life after twelve months in the Barracks. For about a year all went well. Then he was caught passing worthless checks, was convicted and served nine months in the county jail. After his release he again became involved in a similar offense and the outcome of this last charge is not known at this time.

That, then, is the story of three men—three soldiers. And varying only in degree and in detail, it is the story of practically all men whose military careers include offenses which justify disciplinary barracks confinement. They may be weak; they may be emotionally unstable; they may be products of subnormal environments and background; or, like Soldier A, they may be victims of a careless mistake. But as a group they are not inherently bad, they are not vicious, they are not irreclaimable.

On two different occasions within the past year, the inmates of New Cumberland Disciplinary Barracks requested that the American Red Cross Bloodmobile Unit visit the Barracks so that they might voluntarily contribute 864 pints of their blood for the aid of their comrades in Korea. During the annual Red Cross Roll Call last March nearly nine hundred inmates contributed \$2152 from personal funds on deposit to their credit. With such indications of community spirit a matter of record, who can say that a rehabilitative program based on patience, kindness, understanding and wisdom is not accomplishing its mission?

Regard your soldiers as your children and they will follow you into the deepest valley; look on them as your own beloved sons and they will stand by you even unto death. If, however, you are indulgent, but unable to make your authority felt; kindhearted, but unable to enforce your commands; and incapable, moreover, of quelling disorder; then your soldiers must be likened to spoilt children; they are useless for any practical purpose.

Sun Tsu on "The Art of War," about 500 B.C.

OUR NEW EUROPEAN SUPPLY LINE

By

BRIGADIER GENERAL MASON J. YOUNG

SINCE the end of World War II in Europe, United States troops in Germany have been supplied almost entirely by shipments through Bremerhaven, a German North Sea port at the mouth of the Weser River. The continental portion of the long American supply line begins at Bremerhaven and carries south across the flat north German plains—a classic invasion route from the east containing no geographic obstacles other than rivers draining into the Baltic and North Seas.

Under the economic and political conditions existing at the end of 1945, a Line of Communication (LOC) based on Bremerhaven was efficient and much less expensive than the long overhaul from French and Belgian Channel ports. Bremerhaven still continues in use, but United States military forces in Germany now have a second supply line, supporting the American effort on the continent. The new LOC stretches 500 miles across France to Germany, assuring American troops of continued logistical support should the Bremerhaven supply line be interrupted.

After six months of negotiation, representatives of the French and United States Governments meeting in Paris signed an agreement on 6 November 1950 authorizing establishment of the LOC. Initially the project had been sponsored by American supply specialists serving with the Armed Forces in Germany after the blockade of Berlin had pointed up the grim necessity for an augmented LOC. Anticipating a build-up of American strength and the creation of General Eisenhower's Atlantic Pact forces for the defense of Western Europe, these specialists had begun a search early in 1950 for an alternate supply route which would fulfill several vital requirements. The route across France, it was found, would provide the necessary additional logistical supply facilities.

The United States-France agreement made available port facilities, storage space at several points within France and transportation

BRIGADIER GENERAL MASON J. YOUNG, USA, is Commanding General, Communications Zone, European Command.

rights on highways and on the French national railroad lines to the German border. By this route the United States could supply its own growing forces in Germany and provide logistical support for North Atlantic Treaty nations as a bastion against aggression on the continent.

Basically, the new LOC reflects a revised mission of United States forces in Europe—a change from an occupation role to a keystone position in the defense of Western Europe. The Bremerhaven supply line, economically well-suited to the needs of a small occupation force, does not represent sufficient insurance of support for our new role.

Soon after the agreement was signed in Paris, American troops in a motor convoy crossed the Saarland into France to establish a base for the new supply line. Troops on 300 trucks and 100 trailers formed the vanguard. Most of the original group consisted of transportation, ordnance, military police, engineer and other service-type units as well as labor service companies of Polish displaced persons. On 11 November they began the task of making a port area ready to receive military supplies and equipment.

A period of intense activity followed in preparation for the first shipments due from the United States in December. Open and closed storage areas were developed, docking and local transport arrangements were completed, rail and truck routes were selected and intermediate storage and control points were established on the rail routes to the Rhine River. The troops, with the assistance of Frenchmen, handled the unloading, transshipping and stockpiling of the cargoes of several vessels which docked on schedule at French ports. By mid-December 1950 supplies were flowing along the new pipeline.

One of the major hurdles overcome in developing the project was the establishment of an installation where supplies and equipment could be initially stockpiled. In November 1950 the first troops in the area were confronted with a sea of mud and waterlogged acres spreading over much of the space designated for the installation. The site was low-lying land, poorly drained and with practically no elevation. In this wasteland a few relatively dry areas were located and pyramidal tents were set up. Engineer units went to work on the morass to provide makeshift hardstand which would keep the incoming supplies from sinking out of sight. At the end of the winter, which included three months of the heaviest rainfall in that part of France in a century, the age-old military enemy, mud, had been conquered and the installation put in operation.

Local Communists threatened to be a serious problem. Even before the Americans arrived in French ports Red rabble-rousers, through their press and by street-corner agitation, threatened disorders, sabo-

tage and strikes. The Communists called for a general work stoppage in protest against the presence of American troops on French soil. Thanks to an effective anti-Communist campaign on the part of the French and the dockers' comprehension of the issues involved, the strike failed completely even though a large number of the longshoremen in the district were members of the Communist-controlled dock workers' union. Not only was the strike call ignored; no subsequent sabotage or other disorder has occurred simply because the French workers have refused to be misled by Communist agitation.

French cooperation combined with American know-how has brought quick results in establishing depot areas, providing troop accommodations and organizing port and transportation facilities. Bremerhaven, meanwhile, continues to function as the main supply port for the United States forces in Germany, and most troop replacements continue to be funneled through the North Sea port. But an alternate supply line is now available designed to help not only the United States but also all of Western Europe in its efforts toward establishing and maintaining the ramparts of security for the free world.

A modern Army cannot afford to become obsolescent. It is the amazing ability of democracy to come up with new ideas and to utilize them which makes it superior to totalitarian systems. The union of the soldier and the scientist has been a happy one for our Nation's security. But there comes a time when you have to freeze a pattern—to start production on a fixed model even though a better one might be designed next month. How to maintain flexibility and yet produce results in our munitions program continues to be one of our really tough problems.

*The Honorable Frank Pace, Jr.
Secretary of the Army*

DEVELOPING SKILLS IN NAVAL AVIATION

By

REAR ADMIRAL W. D. JOHNSON

WHEN A crippled fighter limps back to safety of a carrier; when a training plane at a shore installation develops a defective radio; whether afloat or ashore, skilled Navy technicians repair the damage, be it a broken wire or a warbird shot full of holes.

To fill the Navy's need for trained and skilled men—and women too—in the field of naval aviation is the job today of the Naval Air Technical Training Command, just as it was during World War II when the Command trained more than 360,000 technicians.

The Command was established in September 1942 after civilian educators, aircraft factory experts, maintenance men and others joined forces to work out methods of teaching quickly but effectively the skills needed in the rapidly expanding Navy. They developed scientific training techniques and methods of "learning by accomplishment" to replace the old Navy apprentice type of training. Soon throughout the service the Command was being called "The Enlisted Man's Annapolis of the Air."

Today the training is based on proven World War II methods but the concept is much more advanced. It has to be to keep up with advances in aircraft design, equipment and armament. Use of costly equipment is held to the minimum while producing fully qualified technicians in the least possible time. Since its inception schools of the Command have graduated about half a million students.

Headquarters of the Command is at Memphis, Tennessee, where the greatest concentration of schools is located. Other schools are at Jacksonville and Pensacola, Florida; Lakehurst, New Jersey; Glenview, Illinois; Olathe, Kansas; El Centro, California; and Philadelphia. Besides training new recruits, these schools offer advanced training to men and women from fleets and naval air stations; in addition they provide advanced training for officers.

How does a young seaman get into naval aviation and what training does he actually receive? To what can he aspire in this field? For some of the answers, trace the career of a typical young enlistee.

REAR ADMIRAL W. D. JOHNSON, USN, is Chief of Naval Air Technical Training Command, Memphis, Tennessee.

When he entered the service Seaman Recruit Travis—only the name is fictitious—was assigned to one of the recruit training centers and there, while going through boot training, he was given a General Classification Test, various aptitude tests and was interviewed by trained personnel officers.

Naval aviation normally gets 30 per cent of those in the upper half of each group. Travis made good scores and was therefore eligible for assignment to aviation duties. He learned that there are 13 ratings or fields of specialization in naval aviation, that men choosing naval aviation are sent first to a preparatory school, then to a basic school in one of the several fields. Upon graduation he would be qualified to "strike" for petty officer, third class. If he made good in the fleet, he could go to advanced schools that would ultimately qualify him for more responsible duties, a higher rate, possibly a commission.

Travis had always liked to work with his hands; his aptitude tests moreover showed that he was capable of higher training so he jumped at the chance. After completing his recruit training, he went immediately to the Class P (Airman) school at Jacksonville, Florida, with his eyes already set on the next step, the Class A school.

At the Airman School he quickly found that manual skills alone are not sufficient for advancement in his chosen field. Nowadays a man has to have a groundwork of mathematics and physics to understand the complicated workings of an engine or the theories of



Future metalsmiths at the Aviation Structural Mechanic School gain practical experience in welding and heat-treating metals.

U. S. Navy Photograph

electronics. So in addition to a general orientation in naval aviation, he buckled down to the study of basic mathematics, physics and layout. Meanwhile, he marched to and from classes; he marched to chow; he marched to the pay table. Clearly, he mused, his military training was not being neglected.

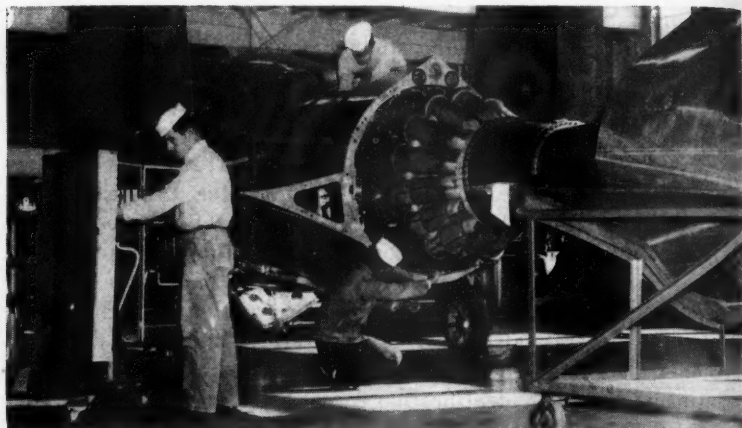
Shortly after arrival at Airman School, Travis filled out a questionnaire to indicate his choice among the thirteen ratings open to him. Although he still did not know too much about them, he found himself interested in becoming an Aviation Machinist's Mate.

Meanwhile, he was given opportunities for actual shop experience in twelve shops corresponding to the twelve Class A schools. He worked on several fairly easy projects representative of each particular rate. He practiced photography by taking, developing and printing pictures for identification cards. He made an ashtray, using metals and the standard forming tools in the Aviation Structural Mechanic's shop. He pulled and replaced valves on an aircraft cylinder in the Aviation Machinist's Mate shop. In short, he performed practical tasks in each of the fields open to him. When he later was asked to fill out a second questionnaire he definitely listed Aviation Machinist's Mate as his first choice. He also went through another comprehensive interview and on that basis, plus analysis of his grades, he was assigned to his chosen field.

After eight weeks of preliminary schooling, graduation came and Travis was on his way to a Class A school—the Aviation Machinist's Mate (AD) school at Memphis. Ninety per cent of his classmates received assignments they had requested. Some went into schools for Aviation Electronics Technician and Electronicsman (AT-AL), Aviation Structural Mechanic (AM) or Trademan (TD)—all at Memphis; or Aviation Electrician (AE), Aviation Ordnanceman (AO) or Aviation Storekeeper (AK) at Jacksonville. Trainees for Aerographer's Mate (AG) and Parachute Rigger (PR) went to Lakehurst; Aviation Boatswain's Mate (AB) to Philadelphia; Air Controlman (AC) to Olathe; and Photographer's Mate (PH or AF) to Pensacola.

About half of all aviation personnel going through Airman School normally are absorbed by the Aviation Machinist's Mate and Electronics schools. Waves are eligible to train for all except Aviation Machinist's Mate, Aviation Structural Mechanic, Aviation Electrician, Aviation Ordnanceman or Aviation Boatswain's Mate rates.

At the Aviation Machinist's Mate school in Memphis, Travis began an intensive 14-week course. Other Class A schools normally run from 12 to 28 weeks. All are designed to provide understanding and knowledge that will lead to fulfillment of technical requirements



Students at the Aviation Machinist's Mate School, Memphis, Tennessee, install a jet engine in a Navy fighter plane.

U. S. Navy Photograph

for third class petty officer. In addition, Class A schooling covers many of the technical requirements for second class petty officer in so far as these can be taught at the third class level. Thus Travis found that he was being prepared for increasingly higher levels.

The courses which Travis completed at the Aviation Machinist's Mate school are typical of the intensive instruction that his classmates were getting in the other schools. He received a thorough introduction to engines—including basic information, horsepower, principles of engine operation, parts and nomenclature, power transmission systems, fuels, ignition, lubrication and cooling systems of reciprocating engines in general. This was followed by study of aircraft engines and component parts used by the Navy. He disassembled and assembled various types of engines, meanwhile acquiring an intimate knowledge of accessories and aircraft power plant systems. He learned much about aircraft operations, too—safety precautions, trouble shooting and the like. Finally he received first-hand knowledge of jet power plants by operating turbo jet engines mounted on test stands.

When Travis graduated from the Class A school, he had a knowledge of all the technical requirements for third class petty officer but he still lacked time in service and the ability to lead a group without close supervision. He was prepared to work on aircraft maintenance but he was not a fully qualified expert on any one piece of equipment or any one type of aircraft or engine.

Commander Air Force, Atlantic Fleet (ComAirLant) was Travis' next assignment. Others of the graduating class were assigned to

Commander Air Force, Pacific Fleet (ComAirPac), to the Naval Air Training Command or to one of the naval air stations in the shore establishment. He was now a "striker" working hard to get that coveted rate of Aviation Machinist's Mate, third class.

After gaining more experience and seasoning, Travis in due time achieved it and became eligible for advancement to second class. With this attained, he could apply for advanced schools. Students for Class B schools come from squadrons and the graduates are returned to those same squadrons. Training covers the technical qualifications needed for first class and chief petty officers. Graduates become the top maintenance men in naval aviation. Many of them are on their way to warrant officer grades and to commissions as limited duty officers upon completing the Class B schools.

It should be emphasized that schooling is not mandatory for advancement to petty officer, third class except—for very obvious reasons—in the case of Parachute Riggers. In the fields of Electronics and Air Controlman, such schooling is considered "highly desirable." The Class A schools, however, do provide the aspiring young recruit with the training that gives him all the prerequisites for advancement, except in the field of practical experience.

The Class B schools for higher training include Aerographer's Mate; Aviation Electrician's Mate; Aviation Electronics Technician; Aviation Machinist's Mate; Aviation Ordnanceman; Aviation Struc-



Trainees at the Aviation Electrician Mate's School learn maintenance procedures on "live" aircraft such as this Navy F7F Tigercat. U. S. Navy Photograph

tural Mechanic; Photographer's Mate and Tradesman (training devices technician).

In addition to the Class A and B schools, the Command operates 16 Class C schools and courses. Each of these may be part of another school or may be a separate entity. Courses are available to selected personnel who either cannot be spared for the full course or who do not require it to prepare for their specialty. Such schools also are used for team training, as is the case at the Target Aircraft School at El Centro, California. Some Class C schools cover the same categories as the Class A and B courses while others offer specialized training—camera repair, ground controlled approach procedures, target aircraft, catapults, arresting gear, crash fire and rescue, helicopter maintenance and so on.

There now are seven Class O schools for officers. These are designed to prepare officer personnel to fill specialized technical aviation billets or to supervise and administer training programs for enlisted men within their technical fields. The Class O schools offer courses in electronics, maintenance, ordnance, supply, operation of a combat information center, photography and photographic reconnaissance.

Opportunities for educational advancement extend beyond the classroom through the activities of the Naval Air Mobile Trainer Detachment with headquarters at Memphis. This Detachment provides field instruction in the latest equipment, practices and procedures covering aircraft maintenance, ordnance and munitions equipment, and aircraft crash fire-fighting and rescue. Traveling by van, the unit takes instruction to the trainee. The trainers move to a field installation and set up a small technical school complete with instructors and all the necessary training aids and literature. After sessions are completed, they move to the next activity requesting their services.

In addition, the Command also prepares the aviation series of the Navy Training Courses, familiarly called "Blue Books," designed to provide naval aviation enlisted personnel of all pay grades with the technical knowledge needed for advancement. The courses supplement the training given by schools and round out the experience gained on the job. They are used by individuals and by groups.

The diversified facilities of the Naval Air Technical Training Command are designed to enable a man who has chosen naval aviation as his career to advance just as far and as fast as his capabilities and energies allow. Maintenance of the Command's exceptionally high standards of training efficiency is possible only through continual adaptation to constantly changing needs. The Command must be adaptable to the flexibility of aerial warfare; and to all intents and purposes it is today an adjunct of the fleet.

ARMY LANDMARKS

Fort Riley

Fort Riley was established in 1852 by Major E. A. Ogden at the confluence of the Republican and Smoky rivers in Kansas. Originally called Camp Center because of its location at the geographical center of the United States, the post was renamed in 1853 in honor of Major General Bennett Riley who served with distinction in the Mexican War. Today the 52,000-acre Fort Riley reservation is one of the Army's largest posts in area and population and includes Marshall Air Force Base, Camp Funston, Camp Whitside and Camp Forsyth.

Almost since its beginning Fort Riley has been a school post. A light artillery school was established in 1869, a few years after General George A. Custer served there. Custer's quarters are still standing and in use. This school was discontinued a few years later and in 1892 the School of Application for Cavalry and Light Artillery was established. It became the Mounted Service School in 1906 and later the Cavalry School. At the close of World War II, the Intelligence School was also established there.

In 1946 the Cavalry School and the Intelligence School were merged into the Ground General School (now the Army General School) which forms the basic branch immaterial level in the Army school system, providing training common to all combat arms. An Army Officer Candidate School is conducted at Camp Forsyth. Fort Riley today carries on its earliest traditions of being one of the professional training centers of the Army.

(Picture on back cover.)

U. S. Army Photograph

A
I
D
—

Batten Hall, Fort Riley

the

